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ABSTRACT

The United Nations Educational, Scientific and Cultural Organization (UNESCO) recognizes that to participate more actively in society, indigenous communities in the Asia-Pacific region must make the transition from oral literacy traditions to those that combine oral and written literacy. This manual is a practical guide for training future trainers of literacy programs in indigenous communities. Based on a more general training manual already in use in the region, it is particularly designed for provincial/district supervisors and trainers of trainers. Chapters 1-3 give an overview of the main issues related to literacy as well as how these issues transfer to the particular literacy needs of indigenous peoples in the Asia-Pacific region. Chapters 4-7 give trainers direct support to establish, run, and promote literacy training programs in indigenous communities. Chapter 8 shows the transition to continuing education. The manual has been conceived to support interactive literacy training programs where trainers are actively engaged in the learning process. In this sense, it adopts a learner-centered approach to training and functional content areas. In each chapter the objectives are set out, followed by an introduction, tasks, content, and review activities. Tasks are meant to stimulate learners' involvement in reflecting on the chapter's objectives. Where appropriate, extra materials are provided for reproduction and direct use by trainers. (Contains 24 references and a glossary.) (Author/TD)

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APPEAL

Manual on
FUNCTIONAL LITERACY FOR INDIGENOUS PEOPLES

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FOREWORD

In the pursuance of UNESCO's goals which include the promotion of primary education, literacy and continuing education for all children, youth and adults, the **Asia-Pacific Programme of Education for All (APPEAL)** has adopted various strategies in its priority programme areas, which are:

1. Reaching the unreached, the underserved and the disadvantaged population groups in rural and urban areas, with a particular emphasis on girls' and women's education;
2. Promoting community participation and ownership; and
3. Improving the relevance and quality of basic education and enhancing the learning achievements of all children, youth and adults.

UNESCO has recognized that to participate more actively in the development of society indigenous communities, including tribal people and ethnic groups in the Asia-Pacific region have to make the transition from oral literacy traditions to cultures that combine oral and written literacy.

The *APPEAL Manual on Functional Literacy for Indigenous Peoples* has been devised as a practical guide for training future trainers of literacy programmes in indigenous communities. It is largely based on the more general *APPEAL Training Materials for Literacy Personnel (ATLP)* already in use in many countries in the region. The manual is particularly designed for Level B training personnel (i.e., provincial/district supervisors and trainers of trainers).

The manual is divided into eight chapters. Chapters One to Three give trainers both an overview of the main issues related to literacy as well as an overview of how these issues transfer to the particular literacy needs of indigenous peoples in the Asia-Pacific region. Chapters Four to Seven are more practical in nature. They give trainers direct support to establish, run and promote literacy training programmes in indigenous communities. Chapter Eight shows the transition to continuing education.

The manual has been conceived to support interactive literacy training programmes where trainers are actively engaged in the learning process. In this sense, it adopts a learner-centred approach to training and functional content areas.

Each chapter follows a common structure. The objectives of the chapter set out are followed by an introduction, tasks, content and review activities. Tasks are meant to stimulate learners' involvement in reflecting on the objectives set out at the beginning of the chapter. Where appropriate at the end of a chapter, some extra materials are provided for reproduction and direct use by the trainers. A glossary of words is provided at the end of the manual.

The APPEAL Manual builds on experiences gained during two workshops: (i) the Second Sub-regional Workshop on the Development of Basic Literacy Learning Materials for Minority Peoples in Asia and the Pacific (ACCU, 1994) and (ii) the Regional Workshop for Education

Personnel Involved in Education for Cultural Minorities (UNESCO, 1996). Several literacy experts in the region have contributed to the book. UNESCO would in particular like to acknowledge the substantive contributions given by Joseph Lo Bianco and Chantal Crozet, Australia, and Maria L. C. Doronila, Philippines. We also gratefully acknowledge the assistance and research of Robyn Hodge for the early draft of the manual and G. Quinn's and D. Tryon's valuable comments on the draft.

Bangkok, November 1999

Chapter One

WHAT IS LITERACY?
WHAT IS LITERACY EDUCATION?

Objectives:

- To become familiar with different general and common definitions of literacy and literacy education
- To think about what could be useful definitions of literacy and literacy education suited to the needs of indigenous peoples in different communities

■ Introduction

In the past, people were called literate or illiterate depending on whether they could or could not write their own names. Today the word "literate" or "literacy" means a lot more than this. What is meant by literacy education (or teaching literacy) has also changed over time and means different things depending on who is doing or organizing the teaching of a literacy programme, and who the learners are.

Trainers in literacy for indigenous peoples can benefit from knowing how others have thought about literacy and literacy education. In this chapter, we explore some of the many definitions of literacy and literacy education.

PART 1. WHAT IS LITERACY

Does literacy mean just to know how to read or write? Does it mean to know how to use reading and writing skills to achieve other things in one's community and country?

Definitions of literacy have also included the recognition of numbers and basic mathematical signs and symbols within texts. This skill used to be called *numeracy*. In practice, however, people need to understand and use mathematical skills in a range of contexts, in a similar way to their reading and writing skills. Simple recognition of signs and symbols has given way to a broader definition of numeracy that includes using an understanding of mathematics as a tool to make a particular sense of the world.

Of great relevance to future literacy trainers in indigenous communities is the recent argument from cross-cultural studies of literacy which warns against the common tendency to devalue the oral cultures of indigenous people and to misguidingly construe the development of literacy skills as automatically and exclusively leading to the development of logical thinking (Walton 1996). Adherents to this line of thought now argue that to be successful, literacy programmes in indigenous communities need to be perceived by the people of the local cultures as an **expansion of their existing skills** rather than the remedy for the lack of skills.

In essence, this recognizes that all cultures are "literate;" so, for instance, cultures which use signs and symbols rather than "printed words" as a form of literacy can be said to function competently within their form of literacy. Literacy is universal, but it is realized in culturally specific ways. However, because we live in a print-saturated world, those cultures that depend exclusively on "oral literacy" can be at a serious disadvantage in the modern world where "written literacy" is so powerful.

In an attempt to reduce the divide between societies with oral literacy traditions and those with written literacy, recent redefinitions of literacy are now including a variety of modes of expression such as art, music or dance (Walton 1996). A broad definition of literacy can therefore now span "writing and reading skills" in the strict sense of the term, as well as all other forms of cultural expression which do not use spoken language.

Following this line of thought is the idea that the successful acquisition of writing and reading skills is best achieved from building these skills on existing "literacy" skills in the broader sense of the term. In other words, literacy training needs to be contextualized and presented to indigenous people as ***one form of expression and communication*** – admittedly a form of expression with a lot of advantages – rather than the most evolved form of expression and communication.

Although literacy has these wider meanings, understanding, critical awareness and the capability of entering into the "culture of literate practices" are all built on a mastery of the essential practices of reading and writing – making meaning in written form, and extracting meaning from writing. Reading and writing capability are essential first steps to understanding and using reading and writing.

An early step to literacy is making sound-sign connections. This means knowing that certain signs (graphemes) have recurring sounds (in alphabet or syllable-based writing systems), or that certain signs mean certain concepts (in character or ideogram-based writing systems). Associating the sign with the sound or meaning is the initial step in learning to read and write. This co-occurrence of sound-sign-meaning will commence a process of more rapid meaning-based literacy.

For example, in reading alphabet-based texts, a reader uses three main skills: (a) a sound-symbol connection, (b) a syntax connection (knowing what words are likely to follow in order) and (c) a meaning connection (predicting new meanings from existing ones). A reader looks for cues in a text: sounding out sounds is the most basic one, while predicting meaning is the most developed strategy of a reader. When we write, we start from meaning (what we wish to say) and then convert this to symbols.

Taking into account the general comments we have just made, you can now proceed to the following task.

Task:	*In the section below we present two general and common categories of literacy definitions from different sources[1]. Choose the category which is most suited to the concerns of the training group. You might choose to read all definitions. In small groups (two people or more) discuss each definition you have read. Talk about what makes sense to you and what does not.*

Category 1. Definitions of "Literacy"

Note: In the following definitions, the word "**text**" or "**texts**" means any piece of writing, for example, a sign on the road, a label on a box, a poster, a short message, a letter or a book.

1. Literacy means "*to break the code*," that is, being able to recognize what letters or groups of letters represent different sounds in one language, what the different punctuation signs mean, what the conventional graphic design and format of different texts means, what graphic symbols represent in different technological texts.

2. Literacy means "*to participate in the meanings*" of text, including understanding and composing meaningful texts (e.g., short written messages, letters or written reports). This includes knowing how to use grammar conventionally to write in a way which makes sense and knowing the meaning of words.

3. Literacy means "*knowing how to use written texts functionally*." This means knowing what, how and for whom to write different kinds of texts in a particular situation.

4. Literacy means "*to be able to analyze texts critically*," including asking the questions, "How is this text trying to influence me?" (e.g., advertising), "How do I feel when I read this text?", "Who am I writing for, and what do I want to achieve when I am writing this text?"

Category 2. Definitions of "Literacy"

5. "Literacy is a characteristic acquired by individuals in varying degrees from just above none to an indeterminate upper level. Some individuals are more literate or less literate than others, but it is really not possible to speak of literate and illiterate persons as two distinct categories" (UNESCO 1957 cited in Oxenham 1980).

6. "A person is functionally literate when s/he has acquired the essential knowledge and skills which enable him (or her) to engage in all those activities in which literacy is required for effective functioning in his (or her) group and community, and whose attainments in reading, writing and arithmetic make it possible for him (or her) to continue to use these skills towards his (or her) own and the community's development" (UNESCO EWLP cited in Oxenham 1980).

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1. The definitions of literacy in these categories are mainly taken from Lo Bianco and Freebody (1997:26) adapted from Freebody and Luke (1990).

7. "The concepts 'functional literacy' and 'functional illiteracy' were introduced to distinguish the higher-order level of abilities that separates those who are barely able to read and write ('basic illiterates') from those community, and at home ('functional literates')" (OECD 1992:18).

8. "Effective literacy is intrinsically purposeful, flexible and dynamic and involves the integration of speaking, listening and critical thinking with reading and writing" (Dawkins 1991).

9. "What we call 'writing' need not always be defined by the Gutenberg tradition of script on paper which has been reproduced by the printing press. In a broader sense, writing is definable as any sort of meaningful inscription, and in the case of Aboriginal Australia (for example) this would include sand paintings and drawings ... body markings, paintings as well as engravings on bark or stone" (Davis et al 1990: 3).

10. "The very notion of literacy has evolved; in addition to reading and writing and numeracy skills, people now also require technological and computer literacy, environmental literacy, and social competence. Educational insitutions have a major role in preventing the social and economic exclusion, and cultural alienation, that can result from a lack of appropriate skills" (OECD 1996).

Review Activity: *Can you now make up a definition of literacy which is appropriate for the literacy needs of most indigenous people or alternatively to the literacy needs of an indigenous community that you know well?*

PART 2. WHAT IS LITERACY EDUCATION?

Part Two of this chapter is divided into two sections. In Section One we look at issues related to the learning of literacy skills in a first and second language and in Section Two we look at the practice of literacy education and attitudes to learning literacy.

1. Learning Literacy in One's Mother Tongue and Learning Literacy in a Second Language

Indigenous people are often multilingual. They may speak for example the language of the community/tribe they belong to (their mother tongue), a regional language and the national language. Levels of proficiency in the different languages can vary enormously between individuals. For instance, an elderly woman might know her mother tongue very well but only speak a few words of the national language, whereas a young teenager might speak his/her mother tongue not as well as the regional or national language. Indigenous communities and individuals within them can also give different status to the various languages they speak. One indigenous community or individual might value the regional language more than the mother tongue or vice-versa. There can also be enormous gaps between generations where for instance younger people value the national language more than the regional language or their mother tongue. When they

exist, scripts can also vary greatly between languages. *It is essential for literacy trainers to become aware of the various language backgrounds that learners bring to literacy classes* and to value this multilingual diversity. This is a positive resource.

One of the first issues trainers face is to decide in which language to train learners. There is no simple answer to this issue. Each case needs to be negotiated taking into account not only the views of the participants in literacy programmes, but also of the wider indigenous community concerned. The policies and expectations of the wider society and the context of literacy in a given society will also impact on the choice of medium of instruction. Parents and elders' views in this case need also to be sought and respected. We show below different models of language choice and use in literacy training programmes:

a) Learners learn and are taught literacy skills in their mother tongue.

b) Learners learn literacy in a second language and are instructed partly in the second language and partly in their mother tongue.

c) Learners learn and are taught literacy skills only in a second language.

It is useful for trainers to know that transfer of literacy skills from one language to another is more likely to occur between languages which have similar scripts (e.g., languages with roman scripts such as English and Spanish). When languages have a very different script, however, this transfer might not be so easy (Lo Bianco & Freebody 1997:59). The learning of literacy skills will also be easier in the language learners already speak. However, not all languages have extensive written literatures and for learners of such languages, initial literacy in the mother tongue will be a transition programme to literacy in a second language. Trainers need to be aware that if learners are learning literacy skills in a second language, they will need extra support to be able to match unfamiliar sounds to orthographic representation (written forms).

2. The Practice of Literacy Education

In this section we look at both the teaching of literacy skills and personal variables which affect the learning of literacy.

a) The Teaching of Literacy Skills

Research into the teaching of literacy has shown that trainers have based their practice on three main approaches (Lo Bianco & Freeboy 1997):

- the *skills* approach;
- the *growth and heritage* approach; and
- the *critical-cultural* approach.

Each approach represents a necessary component of a curriculum and teaching programme. Each need not be totally separate from the others. In reality, many trainers tend to be "eclectic" and combine various approaches to teaching literacy. Although there is no best method for teaching literacy, *trainers who can critically think about their approach to teaching tend to make the best teachers*. It is in this sense that it is useful for trainers to know what are the main trends in literacy education. This will help them develop *conscious*

teaching practices, that is, it will help them to recognize what approach(es) they use (or will use) in their everyday teaching. Once a trainer becomes aware of the practices s/he uses in the classroom, it is easier to engage in a continuous improvement of one's practice.

Task:	*Read and discuss in small groups the three approaches for the practice of literacy education as they are described below.*

1. The *Skills* Approach

This approach is based on teaching the fundamental coding conventions of the written script. Teaching of the written script must be systematic and explicit, with a concentration on the connections between sounds and graphic symbols. Teachers who follow this approach believe there is a strong link between learners' development of literacy skills and the increasing refinement of psychological processes.

2. The *Growth and Heritage* Approach

Teachers who follow this approach believe it is important to provide "natural," activity-based learning conditions similar to those believed to influence the early acquisition of speech. This approach does not favour direct explicit teaching of writing and reading skills. Learners learn literacy skills more by responding to "natural" needs of writing and reading and by being immersed in reading and writing activities from which they implicitly learn rules. The growth heritage approach emphasizes the importance of reading and writing as giving access to the valued literary heritage of a culture.

3. The *Critical-cultural* Approach

Followers of the critical-cultural approach believe that learners need to be taught writing and reading skills explicitly, but with an emphasis on how literacy is connected to society. Apart from teaching code-cracking at the word and letter level, this approach favours a functional view of reading and writing practices and texts. Learners are encouraged to learn to critically analyze the often silent cultural assumptions on which texts are based, and to see texts as having implicit cultural, even ideological, meanings.

b) Personal Variables and the Learning of Literacy

Literacy training programmes tend to focus solely on content and modes of instruction. Personal variables which affect the learning of literacy, however, need to be taken into account and sometimes acted upon. Abadzi (1994:15) gives a list of "participant-related variables" which impact on the success of literacy learning. It includes:

- the physical health of the learners
- their gender and whether in the given community both males and females are expected to be literate
- the number of small children in the family group and who is responsible for their care

- the level of parental education
- the stability of home life
- the opportunities which exist to practice literacy outside the classroom
- the attitudes and beliefs about literacy and its role in individual and cultural advancement

Trainers need to be aware that such factors can affect learning outcomes. They should try to bring solutions to problems whenever they can. However, trainers are more likely to have a direct impact on some issues (such as attitudes and beliefs of learners towards literacy) than others. Some indigenous people might think they are too old to learn, others that not being literate in a written language is normal and there is no need to change. Trainers can help change those negative feelings. In Chapter Seven we come back to this issue when we consider how to promote literacy programmes in indigenous communities.

Review Activity:	*What have you learnt in this chapter which you had not thought about before? Can you summarize what you see as the best definition of literacy and literacy education for indigenous people? What are the broad approaches that you favour? What personal and social factors will influence literacy education in your training group?*

Chapter Two

THE LITERACY SITUATION FOR INDIGENOUS AND ETHNIC MINORITIES IN SELECTED ASIAN COUNTRIES

Objectives:

- To describe the current state of literacy amongst indigenous groups in selected Asian countries
- To appreciate the diversity of indigenous peoples and ethnic minorities throughout the region

Introduction

Although Asian societies have ancient and revered traditions of literacy, there are many groups for whom written literacy is non-existent.

This chapter is divided into three parts:

Part 1: Profile of ten countries

Part 2: General features, challenges and difficulties that these countries face

Part 3: The challenges and possibilities for a learning society

PART 1. PROFILE OF TEN COUNTRIES IN EAST AND SOUTHEAST ASIA

We are presenting below summaries of information for ten countries in Asia based on information provided in the country reports presented in two workshops:

1. Regional Workshop for Education Personnel Involved in Education for Cultural Minorities, Kunming, China, 11-15 December 1995. UNESCO.
2. Second Sub-regional Workshop on the Development of Basic Literacy Learning Materials for Minority Peoples in Asia and the Pacific. Chiang Rai, Thailand, 22 February–5 March 1994*.

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* Organized jointly by Asia/Pacific Cultural Centre for UNESCO (ACCU), Japan, Department of Non-formal Education, Ministry of Education, Thailand, and Asia-Pacific Programme of Education for All (APPEAL), UNESCO Principal Regional Office for Asia and the Pacific.

1. Cambodia	5. China	9. Mongolia
2. Viet Nam	6. Lao PDR	10. Indonesia
3. Thailand	7. Myanmar	
4. Malaysia	8. Philippines	

Task: *Choose two or three countries of interest and read the information. If working in a group, select one country each and report back to the group about what you have learnt. Please contribute any other knowledge you have to enhance the group's appreciation of the levels and traditions of literacy among indigenous peoples/ethnic minorities.*

1. Cambodia

The population of Cambodia is approximately 9.7 million. Ethnic Khmers, predominantly Buddhist, constitute close to 95 per cent of the population. The remaining 5 per cent of the population are made up of 21 different ethnic groups. These include Cham, Vietnamese, Chinese, Lao, Tumpoun, Kui, Jarai, Kroeung, Phnong, Kavet, Steang, Prov, Thai, Kraol, Robel, Por, Thmaun, Loemoon, Saoch and Kachek. These ethnic groups are predominantly located in the northeastern provinces of Cambodia, the exceptions being city-dwelling Chinese and Cham, and Vietnamese living in the Mekong Delta.

The overall literacy rate in Cambodia is approximately 65 per cent.

The Royal Government along with a number of international aid organizations (UNICEF, PASEC, REDD BARNA etc.) has supported basic education through the formulation of a national education plan, and construction and repair of buildings, as well as materials production.

Basic education is provided via formal and non-formal systems of instruction. At the primary level, there is a national participation rate of close to 80 per cent. Most ethnic Chinese and ethnic Cham, for example, have access to formal education. Instruction is in the Khmer language.

Non-formal education for ethnic minority groups in 1994-95 consisted of 10 literacy classes provided for Cham people in Rattanakiri province.

2. Lao PDR

The Lao People's Democratic Republic has a population of over 4.5 million comprising 48 ethnic groups which are commonly divided into three main categories:

a) Lao Lum/Loun (lowland Lao), constituting 60-70 per cent of the population, predominantly of Thai-Lao ethnicity, Buddhist and speakers of the national Lao language.

b) Lao Rang/Theung (middle Lao), 25 per cent of the population. These people live on the mountain slopes (between 200-800 metres). They are descendants of the first inhabitants of Laos who practised slash and burn farming. They are mainly animists in religious and spiritual practice and are predominantly of Mon-Khmer ethnicity. Each group has its own language.

c) Lao Soung (highland Lao), 10-15 per cent, who live in the high mountain regions (over 800 metres) of central and northern Laos. They are mostly of Hmong-Yao or Tibeto-Burmese ethnic origin.

There are also ethnic Haw, a sub-group of Chinese Han living along the Chinese border in Phongsaly province. Each of these ethnic groups has a variety of languages, cultures, traditions and spiritual beliefs.

There is a good deal of variation in adult literacy estimates for the Lao (45-75 per cent), and there are very limited data available for ethnic minorities. Case studies from different provinces within the country show rates of illiteracy between 50 per cent and 90 per cent. Nong Het province is home to people of all three main groups of the Lao PDR. A 1990 survey conducted in Nong Het showed that 29 per cent of Lao Lum, 51 per cent of Lao Theung and 61 per cent of Lao Soung were not literate. The 5th Congress of the Central Party Committee outlined state policy for the ethnic minority groups of Laos. Its goal included the practice of equal rights, enhancement of physical and mental living conditions and increased solidarity/integration as a nation state. Training courses for volunteer teachers have been undertaken, but the implementation of the national action plan has been slowed by the lack of funding.

3. Viet Nam

The Socialist Republic of Viet Nam has a population of around 77 million people. Ethnic Kinh constitute 87 per cent of the population. There are around 53 ethnic minorities in Viet Nam, the larger groups being Muong, Lolo, Dao, Kontum, Tay, Nung, H'mong, Cham and Khmer. Most of the ethnic groups live in relatively remote midland and mountain provinces, making a living from farming and forestry. Each has its own language, some have different writing systems while some languages have no written form.

A 1989 survey showed that 16.4 per cent of the population were deemed "illiterate." Over 40 per cent were members of ethnic minorities. Due to economic hardship, universal primary education has not yet been achieved throughout Viet Nam.

The development of literacy programmes has been under way in Viet Nam for many years, supported by government policies such as Eradication of Illiteracy (EOI) and Complementary Education in Viet Nam.

4. Myanmar

In 1994, the population of the Union of Myanmar was estimated at 44 million. The population is composed of 135 ethnic groups. The largest ethnic group is the Bama, who comprise 69 per cent of the population. Other groups include the Karen, Shan, Kayin, Rakhine, Mon, Chin, Kachin and Kayah.

The national literacy rate in 1983 was approximately 78 per cent (57.1 per cent for women and 84.6 per cent for men). It is feared that with the termination of the national literacy programme in 1988, non-enrolment and drop-out at the primary level, that the actual functional literacy rate may have declined.

Throughout the 1990s greater attention has been given to developing remote and border areas within Myanmar. Graduates from the University for Development of National Races are trained as teachers/community leaders. Ethnic languages are studied and taught at this university. In addition, the Government has established the Ministry for Progress of Border Areas and National Races and Development Affairs. Co-ordinating committees under this ministry and participating NGOs have begun to reach out through informal education networks being implemented in villages and remote regions.

5. Thailand

Thailand has a population of around 60 million people. Around 80 per cent of the population is ethnic Thai, the remaining population consisting of hilltribe ethnic groups, ethnic Chinese, Malay-speaking Muslims and ethnic Vietnamese. Thailand's hilltribe ethnic groups number approximately 500,000 people. They live predominantly along the western boundary of Thailand and in the mountainous regions of northern Thailand. The six largest tribes in this region are.

- the Karen, constituting 49 per cent of all hilltribe people
- the Hmong (Meo), 15 per cent
- the Yao (Mien), 6.5 per cent (whose written language uses Chinese characters)
- the Akha, 6 per cent
- the Lisu, 4.55 per cent
- the Lahu

Each of the hilltribe ethnic groups has its own language, beliefs, traditions, cultural practices and dress. These groups predominantly practice basic farming.

The national average for literacy in Thailand is 97 per cent, but for hilltribe minorities the literacy average stands at only 15 per cent. The provision of basic education for ethnic minorities has been enunciated as a top priority in Thailand's National Economic and Social Development Plan. A number of programmes have been implemented by the Ministry of Education, including a community-based and locally determined curriculum for adults and children, as well as a basic skills curriculum that incorporates Thai language instruction, mathematics and life and social skills.

6. Philippines

Roughly 20 per cent of the nation's population of 64 million are members of indigenous tribal communities. There are many different tribal communities, some of the larger ones being the Ibaloi, Kankanai, Itneg, Bontoc, Bungkalot, Kalinga, Apayao, Higaonon, Manobo, Mamanwa, Dumagat, Tibali, Tiruray, Bagobo, Bukidnon, Mansaka, Sangil, Mandaya, Tasaday, and Matigsalog.

Recent surveys have shown that in the Philippines there are close to 3 million people considered illiterates and over 11.5 million Filipinos who are only partially functionally literate. Indigenous tribal communities make up the majority of these.

In response to this situation, the Department of Education, Culture and Sports developed the Non-Formal Education Project with assistance from the Asian Development Bank. This is but one government project that has been implemented as part of an overall policy towards the eradication of illiteracy by the Year 2000.

7. Malaysia

Malaysia's population stands close to 20 million. Indigenous communities of Malaysia found on the Malay Peninsula (Negritos and Sengoi) make up 4 per cent of the population. Indigenous peoples constitute 50 per cent of the population in the Eastern Malaysian states of Sabah and Sarawak on the island of Borneo. These communities include the Dayak, Iban, Kayan, Kelabit, Kenyah and Penan.

The states of Sabah and Sarawak have an illiteracy rate much higher than the mainland states. The Annual Statistical Bulletin of Sarawak reports that 42 per cent of the population are illiterate, 3 per cent are semi-literate and 55 per cent are literate. There are more people who are not literate in rural than in urban areas, more illiterate women than men, and illiteracy is more prevalent among minority ethnic groups than among the ethnic majority.

The states of Sabah and Sarawak have implemented Functional Literacy Programmes under the Ministry of Rural Development for youth and adults from the age of 15 years and over, particularly in rural areas. It is anticipated that non-literate people will become semi to wholly functionally literate through the implementation and development of these programmes.

8. Mongolia

Nomadic and semi-nomadic pastoral activities remain central to the way of life of Mongolia's indigenous community of 1.6 million out of a total population of 2.6 million people. There are no statistics provided on literacy/illiteracy rates for Mongolia, given the dispersed nature of the population and the as yet underdeveloped systems of transport and communication. However, one in four Mongolian children is not able to attend school.

In response to these trends, the Ministry of Sciences and Education has introduced systems of continuing education, with a component part being the implementation of non-formal education programme initiatives to combat illiteracy and provide basic education.

9. China

There are 55 ethnic minorities in the People's Republic of China, constituting 8 per cent of the country's total population. Of these minorities, the larger ones are the Hui (7.6 million), Manchu (9 million), Miao (7.6 million), Mongolian (5.2 million), Tibetan (4.7 million), Uygur (6.6 million), Yi (6.6 million) and the Zhuang (1.6 million). Of these 55 ethnic minorities, 53 have their own spoken language and 23 have their own writing system. Some 30 per cent of these populations are not literate or are semi-literate.

Literacy skills are encouraged in both the official Chinese orthography and in the local language/script. It is a constitutional right that each minority language will be the teaching

language for its population. Although great advances have been made in recent years in achieving enhanced literacy skills among indigenous and ethnic minority populations, given the vast numbers of people and distances to be covered, there is still a great deal more to be done.

10. Indonesia

Indonesia is one of the most populous countries in the world with a total population of over 200 million. Approximately 300 of Indonesia's ethnic groups speak over 240 different languages. Some of the minority and indigenous peoples include the peoples of East Timor, Bali, and Kalimantan (Borneo), as well as the tribal communities of West Papua (Asmat, Amungme, Chimbo, Dani, Kapuku and Mae-Enga).

There are no available statistics on the levels of literacy for indigenous and minority communities, but the Government is engaged in efforts to supply literacy education in several of the minority languages. However, the bulk of the literacy teaching is in the national language of Bahasa Indonesia.

Review Activities:	• *What does this information tell us about literacy and educational opportunities amongst ethnic minorities in the region?* • *Does this information reflect what is happening or has happened in your country?* • *What personal observations/reflections can you offer the group?*

PART 2. GENERAL FEATURES, CHALLENGES AND DIFFICULTIES

The importance of developing literacy instruction for indigenous peoples and ethnic minorities is recognized, but throughout the countries surveyed above, there remain a number of barriers to effective instruction for, and participation of, minority groups.

Tasks:	• *Drawing from your knowledge, discuss in small groups what are the barriers to literacy/basic education that ethnic minorities and training personnel usually face?* • *Are you aware of other difficulties that indigenous peoples/ethnic minorities experience?*

We have listed below seven common areas in which indigenous peoples/ethnic minorities usually experience difficulties:

1. Economic Hardship

The majority of the ethnic minorities within the region make their living through subsistence farming. Traditional slash and burn farming methods require large tracts of land that are increasingly not available. Consequently, much of people's time and energy is taken up in keeping the family fed. In some situations, poverty is a recurring condition of life.

2. Remote Locations

Ethnic minority communities have maintained their cultural, linguistic and traditional differences through their remoteness from the majority ethnic communities. The ethnic minorities of large parts of Asia predominantly live in mountainous and remote regions relatively close to the national borders as they exist today.

3. Lack of Infrastructural Support

Given remoteness and the large number of sites where ethnic minorities live, there has not been the funding to support the development and/or refurbishment of school buildings, transport and administrative infrastructure that educational programmes may require.

4. Shortage of Trained Personnel

There have been few opportunities for education and consequently there are few trained personnel who are fluent in the languages of the ethnic minorities.

5. Resources

Given that there have been few programmes that have catered for the specific literacy needs of ethnic minorities, there are few materials that are culturally relevant or readily adaptable for use in terms of their language or content. Resources need to be appropriate for the targeted group in a culturally sensitive way, and different resources are needed for children and adults. The learning content and methodology must be relevant to the unique lifestyle and needs of the minority group.

6. Perceptions about Literacy/Basic Education Instruction

If the targeted learners do not have a perception that the educational opportunities made available to them will benefit them directly, they may not be prepared to participate, particularly in the light of other pressing demands on them, e.g., child care, chores or farming.

7. Teaching Methods

Formal instruction by training personnel may not be a relevant or culturally appropriate means of delivery for literacy programmes. Learners who are not familiar with aspects of classroom behaviour may be confused as to their role as learner. Participants will have expectations of how they will receive instruction, based on the methods that were used when they attended formal schools.

Review Activities:

- *In the light of your previous discussion during this task and using the above list as a reference, discuss what has or is being done to overcome barriers to literacy and basic education. To what extent are these approaches successful?*
- *Which of these "barriers" would you target as being of the greatest priority? Why?*

PART 3. THE CHALLENGES AND POSSIBILITIES FOR A LEARNING SOCIETY

There are a number of factors that will directly influence the success of a community based functional literacy programme.

Task:	• *Using the list of "influential factors" below, discuss in small groups which of these factors you see as crucial to the success of a literacy programme?* • *What could be the consequence of not encouraging participation from the community? Why?*

■ Influential Factors in the Success of a Community-based Functional Literacy Programme

1. Recognition of Need

It is vital that the community itself recognizes the need for such a programme and has a sense of the potential benefits such a programme could bring to the community as a whole, as well as to its individual members. It is important that the community has either instigated contact with trainers, or welcomed the approaches as training personnel move into the area.

2. Local Participation and Community Input

The keys to programme success are the degree of local participation/commitment and local responsibility. Respected or elder members of the host community may best lead such a programme. Training designated community members to undertake the training role may be one of the programme's short to mid-term goals. In all facets of the programme, the talents, skills and abilities of the community should be used. The community needs to invest strongly in the programme and develop a sense of ownership over the programme so that its long-term future is more readily assured.

3. Programme Content

When determining what will form the basis of the literacy programme, we need to recognize that the programme content must be directly relevant to the learners' needs and their lives. Programme content must be built on a foundation of the understandings learners have about their world, and their place in it. It is particularly useful for newly introduced programme content to be recycled in different ways to give learners repeated and varied opportunities to exercise their understandings of new materials and also have opportunities to transfer known knowledge to new situations. This is especially important if the literacy teaching is in an unfamiliar language.

4. Programme Methodology

It is essential that learning styles and teaching styles within the training and literacy programmes be compatible. When training community members to teach their neighbours to become literate, trainers will need to be mindful that indigenous tribal communities have successfully and effectively transferred complex knowledge from generation to generation over thousands of years. This knowledge transfer has been repeatedly enacted without the aid of formal educational instruction, i.e., classroom-based teaching. Trainers need to work with community elders to make these means of instruction explicit so that they can facilitate the delivery of a functional literacy programme that builds on community traditions and values.

Chapter Three

THE APPEAL TRAINING MATERIALS FOR LITERACY PERSONNEL (ATLP)

Objective:

- To become familiar with the APPEAL Training Materials for Literacy Personnel (ATLP) by UNESCO

Introduction

The Director-General of UNESCO launched the Asia-Pacific Programme of Education for ALL (APPEAL) in 1987. APPEAL has three main aims: to eradicate illiteracy, to universalize primary education and to provide continuing education. This important programme was established in response to the wishes of the Member States of UNESCO in the region.

To help eradicate illiteracy, twelve volumes of APPEAL Training Materials for Literacy Personnel (ATLP) were prepared for three different groups of users: administrators (level A), supervisors (level B) and instructors (level C). These materials are drawn from the rich experience of specialists from the Asia-Pacific region.

Tasks:	
	a) *Read the introduction to the materials provided in the following pages, and in small groups identify and discuss each section of the introduction (i.e.: The Need for Literacy Training Materials, Identification of Literacy Training Levels, etc.) that is relevant to your local needs.*
	b) *Optional. Divide the class into pairs. Each pair presents a summary and reflection on one of the 12 volumes which you would distribute earlier. Choose to read volumes of direct relevance to you either as general background knowledge or for direct application.*

The following section is the introduction to the APPEAL Training Materials for Literacy Personnel (ATLP) as it appears in the twelve volumes. It is divided into six parts:

1. The Need for Literacy Training Materials
2. Identification of Literacy Training Levels
3. Institutional Structure and Materials for Literacy Training
4. Literacy Training Curriculum
5. The Materials as Exemplars
6. The Aims of the Scheme

PART 1. THE NEED FOR LITERACY TRAINING MATERIALS

■ Problems which are Usually Associated with Literacy Programmes in Asia and the Pacific:

a) Severe illiteracy problems persist among rural communities, urban slum dwellers, the physically disabled and early school leavers.

b) The present training tends to be ad hoc, lacking systematic overall planning.

c) Trainers do not always have the most suitable training materials for specific groups.

d) There is inadequate development of programmes to train teachers and trainers.

e) Institutional infrastructures for training are weak in most of the countries.

■ Major Strengths in the Region:

a) Governments of all countries in the region have recognized the importance of literacy and continuing education programmes and have given their support.

b) At the training level, there are a number of well-qualified and dedicated instructors.

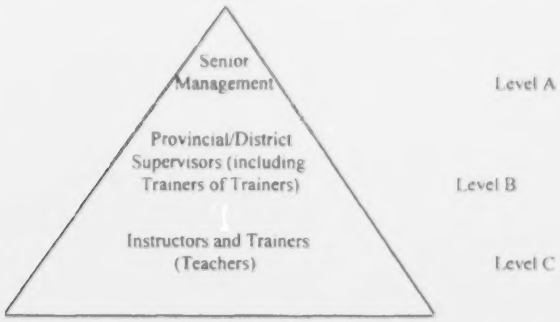
c) Many publications are available for training adults and young people in basic literacy skills.

One way in which APPEAL aims to accelerate the eradiction of illiteracy is through improved training of literacy personnel.

PART 2. IDENTIFICATION OF LITERACY TRAINING LEVELS

There are three levels of literacy personnel who need training as shown in the table below:

Figure 3.1 APPEAL's Three Levels of Literacy Personnel



PART 3. INSTITUTIONAL STRUCTURE AND MATERIALS FOR LITERACY TRAINING

The volumes in this series of APPEAL Training Materials for Literacy Personnel (ATLP) are interrelated, hence it may be useful to read Volume One and Volume Two before going on to any other volume in the series.

Table 3.1 Title and Scope of the 12 ATLP Volumes

Volume No.	Title and Scope	Level
1.	Principles of Curriculum Design for Literacy Training	All
2.	Principles of Resource Design for Literacy Training	All
3.	Manual for Senior Administrators of Literacy Training Programmes	A
4.	Manual for Supervisors – Resource Development and Training Procedures	B
5.	Exemplar Training Manual – Extra Money for the Family	C
6.	Exemplar Training Manual – Our Forests	C
7.	Exemplar Training Manual – Village Co-operatives	C
8.	Exemplar Training Manual – Health Services	C
9.	Specifications for Additional Exemplar Training Manuals	B and C
10.	Post-Literacy Activities and Continuing Education	A and B
11.	Evaluating a Literacy Training Programmes	A and B
12.	Implementing a Literacy Training Programme	All

PART 4. LITERACY TRAINING CURRICULUM

The development of training manuals for literacy personnel could not proceed without a well-structured, flexible curriculum framework designed to meet the needs of different clientele groups.

In designing the exemplar literacy training curriculum, the following criteria may be considered:

1. Functional content showing logical development from concept to concept;
2. Progressively built literacy skills;
3. A concentrically planned curriculum, enabling learners to repeatedly re-examine the main areas of functional content at deeper levels of understanding using steadily improving literacy skills; and
4. Literacy skills sequenced in levels of progression defined in terms of specified outcomes.

PART 5. THE MATERIALS AS EXEMPLARS

The materials described in the series are exemplars. An exemplar is a resource material, which illustrates a set of principles and procedures and which can be used and adapted in the development of relevant materials meeting local training needs by individual countries.

It would be impracticable to develop exemplar literacy training lesson materials for all countries of the region. The approach, therefore, has been to:

1. Develop a curriculum.
2. Identify four areas of functional needs that appear to represent common areas of concern among the countries of Asia and the Pacific.
3. Produce exemplar lesson materials for these four areas.
4. Provide guidelines to facilitate the development of effective national literacy training programmes.

It is intended that the four exemplar training materials (ATLP Vols. 5-8) be used as examples of how such materials may be designed and produced. Each country may write or adapt the training manuals for its own use. To help this process, specifications have been provided for a range of additional functional literacy topics. In addition, support material has been provided to aid in the design and implementation of a total national programme.

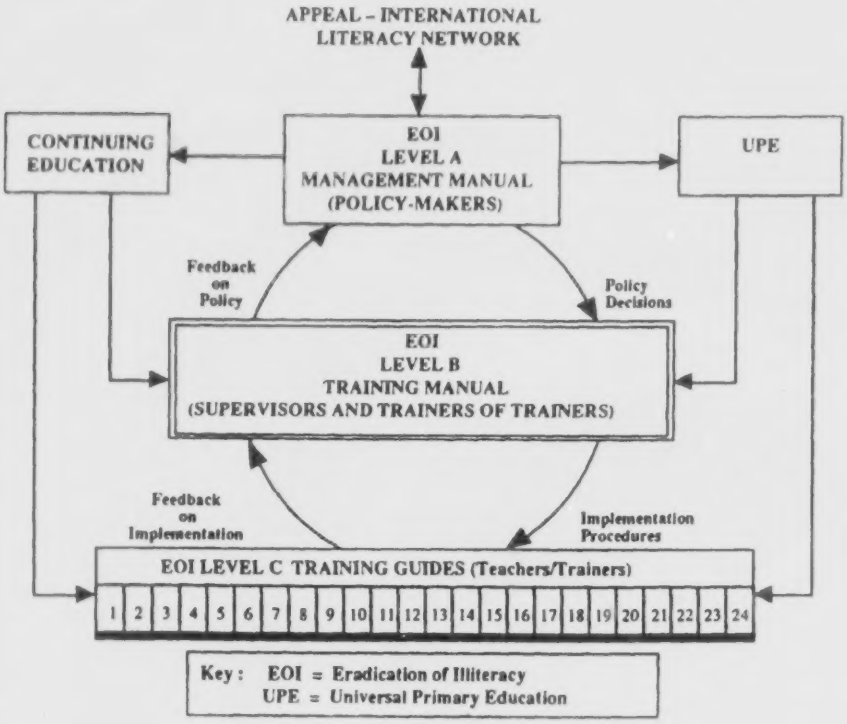
The important feature of the exemplar lesson materials is that they build in step-by-step guidelines and instructions for teachers (level C personnel). This has been done on the assumption that it would not be practicable to provide comprehensive training for the many thousands or hundreds of thousands of literacy presenters employed in most countries either as government employees or volunteers. Each exemplar manual may be produced in two editions, one for the literacy learner and one for the literacy facilitator.

The main aim of the twelve-volume set is to facilitate the development of a totally integrated and coherent literacy training system within a given country. At the same time, the materials may help in establishing some useful, internationally acceptable parameters for such programmes.

Figure 3.2 suggests how a national literacy curriculum may be implemented through the development of resources for the three levels of literacy training personnel. It also suggests the importance of establishing strong links between national programmes and the regional literacy network established under APPEAL. The importance of developing such a scheme in relation to continuing education and to the universal primary education movement is also indicated.

Figure 3.2 Overview of the ATLP Scheme

The relationships between the essential elements of the scheme are illustrated below.



PART 6. THE AIMS OF THE SCHEME

By applying a set of common principles of management and design that is useful to all countries, the scheme provides:

1. Guidelines for countries wishing to design a total literacy programme that brings all elements and all levels together in a systematic way without imposing a particular structure.
2. Guidelines for the development of a systematic curriculum that could meet the needs of individual countries.
3. A set of principles that may be useful in developing a systematic programme for the training of literacy personnel.

4. An approach to instructional design that applies the principles of gender equity to the organization of suitable resources for teachers and learners.
5. Guidelines for increasing the effectiveness of the literacy training materials already in use in the countries of the region.
6. Suggestions for a system that may help literacy teachers present effective lessons through the encouragement of maximum participation by the learners.
7. An introduction to a system of design that could facilitate assessment and evaluation of a national literacy programme.
8. Help in developing useful, internationally understandable parameters for the implementation of literacy training programmes.

Review Activities:	▪ *What have you learnt from the 12 volumes of the APPEAL Training Materials for Literacy Personnel (ATLP) which was of direct relevance to you?* ▪ *What aspects and/or particular volumes would you recommend to new training personnel in your area?*

Chapter Four

NEEDS ASSESSMENT IN INDIGENOUS COMMUNITIES

Objectives:

To investigate means of collecting information that makes possible the development of a relevant and practical literacy curriculum for indigenous peoples. This involves:

- Getting to know the community
- Getting to know who the learners are
- Identifying daily and potential future needs for reading, writing and numeracy in the community

■ Introduction

Why needs analysis? Why is context important?

It is commonly accepted that educational programmes are most effective when they are based on an assessment of the needs of the learners and the context of instruction. It is important to reflect on why this is the case. A learner's concrete needs are essential for motivating the individual to sustain the effort of gaining new knowledge and acquiring new skills. If there is a correspondence between the "academic" setting of a classroom and the daily practical use of the skills and knowledge imparted in the classroom, the learner is able to make a connection between the *use* of knowledge and the *acquisition* of knowledge. Similarly, context makes a difference in regard to effective outcomes. When the local context is reflected in a classroom setting, the purposes behind the general education programmes are revealed to the learner. The context can also help make the learner a self-motivating individual who will seek out from the wider environment opportunities and instances of written language that can reinforce and extend the classroom activities.

It is generally accepted that when planning educational programmes of any kind, it is necessary to begin with some form of discussion or examination of the purposes and sources of the content of the programme or curriculum. Tyler's research (1949) produced four questions that form the core of programme planning and curriculum development:

- What objectives or body of knowledge should be aimed for?
- What educational experiences can be provided to reach those objectives?
- How can these educational experiences be organized?
- How can reaching these objectives be determined?

This chapter and the chapters that follow address each of these questions in terms of how a literacy programme for indigenous and ethnic minority communities can be developed, delivered and evaluated.

A community literacy programme can be described as ***learner centred***, in that it is the community's or learner's need for literacy that generates the programme and programme content, rather than a programme that is imposed from another source, such as a national authority, or a trainer's idea of what may or might be required. ***Training personnel need to gain as much insight as practically possible about the people with whom they will be working,*** to ensure that what is being sought from the literacy programme is compatible with what is delivered.

Needs assessment is a means of gaining these kinds of insights. It should not be seen as mere fact finding, but considered as a process of dialogue and negotiation. Training personnel need also to be reminded that the assessment of learners' needs should be an ongoing process, and not necessarily confined to the preparation of a literacy programme.

The remainder of this chapter will encourage training personnel to think about the kinds of information that will be useful for them to know and discuss with community members when negotiating the content of the literacy training. We have divided the chapter into three areas from which trainers need to seek information:

Part 1: Getting to know the community
Part 2: Getting to know who the learners are
Part 3: Identifying daily and potential future needs for reading, writing and numeracy in the community

PART 1. GETTING TO KNOW THE COMMUNITY

In making any detailed needs assessment for the preparation and planning of a literacy training curriculum, training personnel will need to be familiar with many aspects of the ethnic or indigenous community in which they will be working.

Task:	*Discuss in pairs or small groups what kinds of information you would consider useful in developing a needs assessment for a literacy programme with indigenous peoples. Make a list of the questions you would ask.*

Below are ten suggested areas which you can inquire about.

Note: Training personnel need to appreciate the sensitivity of some of the questions below; they might be appropriately asked of a third person, if at all. Questions which might be sensitive are marked with an asterisk (*).

1. **Demography**

- number of households/families/population
- range of ages
- ratio of males/females
- presence of other ethnic groups or languages within community

2. **Location**

- altitude, distance from other villages
- transportation and general accessibility
- availability of natural resources (timber, water)
- climate

3. **Occupations**

- how the community and its members earn a living
- main occupations, supplementary crops and activities
- presence/absence of cash (does community use the national currency?)*
- integration of the community's economic activities into the wider economy
- disposal of community surplus (does it go to the market?)
- employment outside the community
- community reliance on natural materials (timber, animals) from surrounding environment
- compatibility of community practices with national policies or practices* (e.g., environmental issues such as protected species)
- handicraft production for the cash economy

4 **Social Structure**

- main clan, family trees
- formal/informal elders/leaders
- still functional traditional authority structures
- relationships among people within the community *
- community power structures/decision making processes*
- status of men and women
- roles of men and women
- traditions regarding property and land ownership
- relationships with outside authorities*
- roles of the young in relation to older members
- relations of boys and girls in society, in education and in spiritual practices*

5. **Culture/Language/Tradition**

- traditional cultural activities and practices still in use
- dress, songs, stories and music
- ritual practices/ceremonies/learning practices

- belief systems
- communication languages within or outside the community and dialect variations within the main local language
- extent of bilingualism
- domains for using either the traditional, indigenous ethnic languages, or the national language
- differences between appropriate or expected literacy functions in the wider world and in the local community

6. **Environment**

- natural environment
- use and protection of natural resources (soil, water, forests)*
- quality of soil and water
- use and disposal of waste/chemicals (see also health information)
- use of (caged) animals (food, companionship, transport, tourists)
- tourist areas
- traditional knowledge of environmental preservation
- social environment
- facilities - social, educational. spiritual
- infrastructure - bridges, roads, boats
- attitudes towards issues of conservation/environmental degradation
- beliefs about nature and its role in human life

7. **Health**

- sanitation
- knowledge about health issues, child care, nutrition
- traditional medicines and treatments
- major health concerns (epidemics, substance abuse, sexually transmitted diseases) *
- family planning* - traditional/conventional attitudes/ beliefs and actual practices
- breast feeding
- vaccination
- seasonal diseases

8. **Life Styles and Daily Life**

- the essentials of daily life
- communal patterns of daily life, variable by season
- use of leisure/relaxation
- eating/working/dressing habits
- socialization
- religion in relation to life styles
- open-minded or conservative practices?

9. Education

- transfer of knowledge and skills to next generation
- uses of formal/informal education
- attitudes to education of men, women, girls, boys
- setting for transmission of knowledge (place, family, community, school)
- what is considered essential knowledge
- those (if anyone) in charge of educational activities
- urgent educational needs (if any)

10. Community Participation

- organization and management of community activities
- groups and individuals involved and to what extent
- roles and responsibilities of leaders and others
- communal projects
- nature of people's participation (traditional or undergoing transition)
- are all community members supportive?
- traditional decision-making structures and processes still in place (what kinds of activities?)

Review Activity:	*Using the list of the ten areas provided above, write down the profile of the community you will be working with. Use the Community Profile sheet provided at the end of this chapter to summarize the information you have collected in each area.*

Note: Below is *a sample* only of a sheet which can be used to write a Community Profile. At the end of this chapter a full sheet is provided for reproduction.

Table 4.1 Sample of a Community Profile Sheet

Sample only **(Summary)**	**COMMUNITY PROFILE**
1. Demography	
2. Location	
3. Occupations	
4. Social Structure	
5. Culture/Languages/Tradition	
6. Environment	
7. Health	
8. Lifestyles and Daily Life	
9. Education	
10. Community Participation	

PART 2. GETTING TO KNOW WHO THE LEARNERS ARE

Once trainers have a good understanding of the culture, environment, daily activities and general issues of the community in which they will implement a literacy programme, they also need to find out some more detailed information about the learners who will attend the programme.

Task:	*In pairs or small groups, discuss the kinds of information you would want to know about the learners to help you prepare a literacy programme which would suit their needs.*

Depending on the local situation, trainers can organize a first gathering of people in the community who intend to attend the literacy programme, or they might visit each potential learner individually at their home. In every case, trainers can use a questionnaire and a record sheet which will help them collect information systematically. Trainers can put questions orally and directly to each learner and fill in the questionnaire. If it is not appropriate to ask personal questions directly in the culture of the community, trainers must decide which is the best way to obtain information that will not offend learners. It is wise to consult with elders (men and women) in the community to decide which is the best way to collect the information required.

Below is a sample questionnaire (**LEARNER INFORMATION SHEET**) which trainers can use to collect information. A sample of a record sheet is also provided where all information from all the questionnaires can be written down to have an overview of who the learners are. *At the end of the chapter a full version of both the questionnaire and of the record sheet is provided for reproduction.* Trainers might find they want to design their own questionnaire and record sheet.

Table 4.2 Sample of a Learner Information Sheet

Sheet No:

LEARNER INFORMATION SHEET

(SAMPLE ONLY)

General information:

- Name and Surname: _____
- Female / Male ? (circle which one)
- Age: _____
- Religion: _____
- Married? yes / no (circle one)
- Number of children _____
- Work and/or activities in the community

  _____
- Role in the community (if applicable: e.g., healer, singer etc.)

  _____

Languages:

- What is the learner's mother tongue? _____
- Does the learner's mother tongue have its own writing system? yes/no
- Does the learner speak regional language(s)?

  If yes which one(s)

  1 _____(does this language have a writing system: yes/no)

  2 _____(does this language have a writing system: yes/no)

  3 _____(does this language have a writing system: yes/no)
- Does the learner speak the national language(s)?

  1 _____(does this language have a writing system: yes/no)

  2 _____(does this language have a writing system: yes/no)
- Can the learner read or write in any of the languages mentioned above and at which level (beginner/intermediate/advanced)? Give a detailed answer if appropriate:

  _____

Immediate needs of literacy skills:

- What does the learner need to read in her/his daily life?

  _____
- What does the learner need to write in her/his daily life?

  _____

Table 4.3: Sample of a Record Sheet for Learners' Information

Sample only	RECORD SHEET (Learners' Information)							
No.	**Names**	**Sex**	**Age**	**Religion**	**Work**	**Role**	**Mother Tongue**	**Other Languages**
1.	Anwar	M	32	Muslim	Teacher	Teacher	Thai	English
2.	Serena	F	25	Christian	Housewife	Singer	Thai	-
3.	Min	F	48	Buddhist	Housewife	Healer	Thai	-
	etc...							
Total number of women:								
Total number of men :								
Language(s) spoken by all :								
Age bracket :								

Review Activity:	*Would the LEARNER INFORMATION SHEET and RECORD SHEET shown above be a good way for you to find out who the learners are? If not, what would you do that would be better suited to the local environment where you work?*

PART 3. IDENTIFYING USEFUL DAILY AND POTENTIAL FUTURE NEEDS FOR READING, WRITING AND NUMERACY WITHIN THE ETHNIC COMMUNITY

The information collected in the COMMUNITY PROFILE and the LEARNER INFORMATION SHEET can be analysed in terms of the literacy and numeracy skills learners require. This information can indicate domains for different types of literacy, the language and orthography of that literacy, and the kinds of functions that literacy will lead to. This analysis needs to be considered in the light of existing methods of educational instruction, communal authority structures, and attitudes/wishes of community elders.

The information collected can be grouped, showing links to related areas, e.g., health, occupations or environmental issues. These groups can then be prioritized in order of importance or urgency. This prioritization needs to be undertaken in close consultation with the community itself. Those issues or themes of highest priority can then be used as a beginning framework for the development of literacy training materials.

Below is an example of a table (sample only) you can use to write a profile of the literacy and numeracy skills required in the community. A full version of this profile is provided at the end of this chapter.

Note: To fill in the profile below you must think of the literacy and numeracy skills of the *majority* of learners rather than individual needs.

Table 4.4 Sample of a Profile of Required Literacy and Numeracy Skills in an Indigenous Community

(Sample only)	**PROFILE OF THE LITERACY AND NUMERACY SKILLS REQUIRED IN THE COMMUNITY**
1. Areas where literacy and numeracy skills are most needed.	• Health • Shopping • Factory • Communication with the local school • etc.
2. For which activities does the majority of learners need most reading skills?	• Reading signs in local shops • Reading school notes / doctor's instructions • Reading the local newspaper • Reading safety signs at the local factory • etc.
3. For which activities does the majority of learners need most writing skills?	• Writing one's name / signing one's name • Writing a short message • Writing a formal /informal letter • Writing a story • etc.
4. For which activities does the majority of learners need most numeracy skills?	• Working at the local shop / factory /other work • Helping children with school work • Banking etc.

Tasks:

- *Consider what could be the real and potential functional knowledge areas that can be drawn from the brief excerpt outlined below.*
- *What kinds of information can be drawn from this brief passage?*
- *What issues do you see as potential themes for literacy development?*

Brief Excerpt:

Most of the Dayak in Sarawak practise shifting cultivation in the hilly inland area of the State and some 36,000 households are presently engaged in this activity. For them, the land and forest is the basis for their livelihood and their life. Their most cherished traditions and spiritual beliefs are centred on their relationships to the land. The Dayak communities based on longhouses are scattered along the riverine areas in the inaccessible remote interiors. For most natives, their only means of communication is the river. In many ways the river is the lifestream of the people, providing them fish, water for their domestic needs, toilet and bathing facilities, and transport using boats to get to their farms.

These peoples possess a profound knowledge of growing hill padi, an economic activity which has deep social, spiritual and religious significance for them. The myriad of rituals and ceremonies attached to growing hill padi and the traditions and customs tied to the use of land and its resources have made shifting cultivation central to their way of life. It has not only provided them with food, it has also given them an identity and a rich cultural heritage which they are proud of.

Source: Hong E. 1987 Natives of Sarawak, Survival in Borneo's Vanishing Forests, Institut Masyarakat, Malaysia.

Review Activities:

- *Why is community consultation a necessary part of the programme development process?*
- *What, if anything, should training personnel be careful about when collecting information about the community with which they are working?*

■ Suggestion for Further Reading:

In ATLP Volume 1 - Principles for Curriculum Design for Literacy Training – there is a table on the *Functional Content of a Literacy Curriculum* (ATLP, Vol. 1: p. 27). It shows how information can be framed in terms of a community's real and potential functional knowledge, and how topic areas can be drawn from these to provide a framework for instruction. We reproduce this table.

Table 4.5 ATLP Vol. 1 - Functional Content of a Literacy Curriculum

A. Family Life

A.1 Family members - their roles and responsibilities
A.2 Supplementary family income
A.3 The family as a social institution
A.4 Family needs and budgeting
A.5 Family customs and traditions
A.6 Responsible parenthood

B. Economics and Income

B.1 Work and income
B.2 Daily saving
B.3 Improved agriculture
B.4 Home gardening
B.5 Village co-operatives
B.6 Entrepreneurship

C. Health

C.1 Food, water and nutrition
C.2 Healthy family
C.3 Common diseases
C.4 Health problems
C.5 Community health
C.6 Health services

D. Civic Consciousness

D.1 Rights and duties
D.2 People's participation in development and cleanliness
D.3 Our forests
D.4 Our culture
D.5 All people are equal
D.6 My country

The functional content areas of the literacy curriculum outlined in ATLP is an example only.

A literacy curriculum should be based on the needs in **your community** in order to be relevant for the learners.

(Summary/2 pages)	COMMUNITY PROFILE
1. Demography	
2. Location	
3. Occupations	
4. Social Structure	
5. Culture/Language/Tradition	

6. Environment
7. Health
8. Lifestyles and Daily Life
9. Education
10. Community Participation

Sheet no: **LEARNER INFORMATION SHEET**

General Information:

- Name and Surname: _____
- Female/Male ? (circle which one)
- Age: _____
- Religion: _____
- Married? yes/no (circle one)
- Number of children: _____
- Work and/or activities in the community:

  _____

- Role in the community (if applicable: e.g., healer, singer, etc.)

  _____

Languages:

- What is the learner's mother tongue?: _____
- Does the learner's mother tongue has a writing system?: yes/no .
- Does the learner speak the regional language(s)?
  If yes which one(s):

  1. _____(does this language have a writing system: yes/no).
  2. _____(does this language have a writing system: yes/no).
  3. _____(does this language have a writing system: yes/no).

- Does the learner speak the national language(s)?

  1. _____(does this language have a writing system: yes/no).
  2. _____(does this language have a writing system: yes/no).

- Can the learner read or write in any of the languages mentioned above and at which level (beginner/intermediate/advanced)? Give a detailed answer if appropriate:

  _____

Immediate needs of literacy skills:

- What does the learner need to read in her/his daily life?

  _____

- What does the learner need to write in her/his daily life?

  _____

RECORD SHEET (Learners' Information)								
No.	Names	Sex	Age	Religion	Work	Role	Mother toung	Other languages
Total number of women:								
Total number of men:								
Language(s) spoken by all:								
Age bracket:								

PROFILE OF THE LITERACY AND NUMERACY SKILLS REQUIRED IN THE COMMUNITY	
1. Areas where literacy and numeracy skills are most needed.	•
2. For which activities does the majority of learners need most reading skills?	•
3. For which activities does the majority of learners need most writing skills?	•
4. For which activities does the majority of learners need most numeracy skills?	•

Chapter Five

ADAPTING THE ATLP CURRICULUM AND DEVELOPING LITERACY TRAINING MATERIALS FOR INDIGENOUS COMMUNITIES

Objective:

- To gain insight into how to adapt a literacy curriculum and prepare basic literacy materials to match particular literacy needs for indigenous and tribal communities

Introduction

This chapter is based on the APPEAL Training Materials for Literacy Personnel (ATLP) which are reviewed in Chapter Three. It is divided into five parts:

1. The first section details characteristics of effective learning materials for indigenous peoples.
2. The second section outlines how to develop a literacy curriculum in terms of functional content.
3. The third section examines ways of adapting the ATLP curriculum for indigenous peoples.
4. The fourth section provides guidelines for the preparation of learning materials for indigenous peoples.
5. The fifth section examines programme delivery.

PART 1. CHARACTERISTICS OF EFFECTIVE LEARNING MATERIALS FOR INDIGENOUS PEOPLES

Tasks:	*Read the information below and in small groups discuss the following questions:* • *What are the features of effective learning materials?* • *What information will assist in the development of learner-centred materials?* • *When could bilingual materials be used?*

Understanding Their Life and Culture

- To have sufficient knowledge and understanding about the culture, values and taboos, environment, psychology and needs of the minority people and to have due respect for them.
- To make the materials suited to the knowledge and skills of the target learners based on their culture.

Content from Their Life and Culture

- To derive content from their daily life and culture in order to make the materials learner centred.
- To focus on the real and immediate problems of the learners and their society.

Language and Writing System

- To have sufficient knowledge and understanding of the language and writing system of the minority people.
- To start with the mother tongue for ease of communication and understanding in order to build up learner confidence.
- If the language of the minority people has no writing system, to use the writing system of the major language of that region for better communication (if they have a different writing system, bilingual materials can be used).

Simplicity

- To make materials simple, practical and attractive for easy learning and easy teaching.

Suitable and Stimulating Media

- To use existing effective communication media of the oral tradition (story-telling, songs, drama, puppets, games, dance, etc.) with a variety of printed and audio-visual media.
- To use more visuals (photographs and illustrations) and less text.

Participation

- To encourage the participation and involvement of the minority people themselves in the preparation of materials
- To promote active and participatory learning

PART 2. DEVELOPING A LITERACY CURRICULUM WITH FUNCTIONAL CONTENT

1. Steps for Developing a Functional Literacy Curriculum for Indigenous Peoples

Below, we review the sequence of steps for developing a local and relevant curriculum for indigenous/tribal learners.

Task:	*In the table below we show ten sequential steps for developing learning materials. By reviewing the previous chapters, as well as your own understandings, place these steps in a working order.*

Table 5.1 A Sequence of Ten Steps for Developing a Literacy Curriculum

Evaluation	10
Preparing education programme and curriculum	
Selection of theme	
Needs assessment	1
Selection of format	
Revision of draft materials, preparation for printing	
Preparation of texts, illustrating, photographing and editing materials	
Field testing draft materials	
Analysis of data and identifying priority needs	
Selection of content	
Formatting training materials	

2. Selecting Functional Content for the Literacy Curriculum

The aim of the following section is for trainers to become familiar with the ATLP format for developing a literacy curriculum and to review the criteria for selecting functional content for a literacy programme.

The ATLP (Vol. 1, p. 23-25) outlines in detail the criteria for selecting content that is described as functional.

Keep in mind the following points when determining the functional aspects of a programme:

- Knowledge must contribute to learners' awareness of the conditions in which they live and work.
- Knowledge needs to have a functional or practical relation to the environment, work and family of the learner.

- The programme needs to be flexible.
- The programme needs to reflect the diversity of different learners.
- The programme and content must recognize the skills and knowledge of the learners and their potential abilities through appropriate learning relationships and methods.
- The curriculum should mobilize learners to take action to improve their quality of life and promote sustainable development.

3. Literacy Skill Levels: Ensuring a Match between Content and Skills

In this section, we consider the ways in which the content of a literacy programme matches the prescribed three levels of literacy, and we determine types of activities appropriate for these levels.

For the purposes of developing an effective learning sequence, literacy skills have been described here within a cumulative framework. Each level of development represents an integration of speaking, reading, writing and numeracy. Individuals would need to have a proficiency in all aspects of one level before moving onto the next.

Most countries have attempted some definitions of literacy skill levels. Tables 5.2, 5.3 and 5.4 below represent what could be considered a consensus view. (Source: ATLP Vol. 1, pp. 30-31.) Three levels are defined:

- Level I: BASIC
- Level II: MIDDLE
- Level III: SELF-LEARNING

These tables (as reproduced below) list the representative skills in reading, writing, numeracy and other areas that should be achieved by the learners on completing each level:

Table 5.2 ATLP Vo. 1 - Features of Basic Level of Literacy (Level I)

Basic Level (Level I)

a. *Target Group*

i. Adults who have never been to school or who have dropped out of school before acquiring literacy skills.

ii. Adults unable to read and write simple words, paragraphs or any other type of written statement without the help of a teacher.

b. *Requirements of Level I*

When adults have completed this level they should have mastered the following skills:

Reading: Read newspaper headlines and sub-headings, read and understand posters, read and understand simple printed paragraphs, read and recognise figures 1 to 1000.

Writing: Write own names and address, communicate in writing using simple language, write simple letters, write numerical numbers 1 to 1000.

Numeracy: Count and recognize figures 1 to 1000, add and substract 3 digits, understand the principles of simple addition, substraction, multiplication and division.

Other: Communicate clearly, use literacy skills in daily life.

Table 5.3 ATLP Vol. 1 - Features of Middle Level of Literacy (Level II)

Middle Level (Level II)

a. *Target Group*

Adults who have completed basic level and/or have acquired basic literacy skills.

b. *Requirements of Level II*

When adults have completed this level they should have mastered the following skills:

Reading: Read and comprehend stories, songs, directions, instructions and simple parts of newspapers, identify the main idea of what has been read.

Writing: Write simple notes and letters, fill out simple forms and receipts (bills).

Numeracy: Demonstrate proficiency in adding and subtracting, apply basic skills in multiplying and dividing, understand basic measurements (money, weight, length, volume), solve simple numerical problems (family budget, marketing).

Other: Further improvement in communication and literacy

Table 5.4 ATLP Vol. 1 - Features of Self-learning Level of Literacy (Level III)

Self-Learning Level (Level III)

a. *Target Group*

Adults who have completed intermediate level or can study independently, and who are willing to use books and other resources in search of new knowledge.

b *Requirements of Level III*

When adults have completed this level they should have mastered the following skills:

Reading: Analyze and synthesize main ideas of what they read, discuss with others what they have read, read and interpret simple graphs.

Writing: Write one/two pages on certain topics, write personal letters, letter of application, report, inquiries, etc. and draw graphs and geometric figures.

Numeracy: Add and subtract large numbers with accuracy and speed, multiply up to 5 digit numbers and functions, divide up to 3 digit numbers and functions.

Other: Further improvement in communication and literacy skills.

Tasks:

- *At which skill level would you place each of the following activities:*
  - *filling out simple forms*
  - *writing one's name*
  - *participating in reading discussions*
  - *giving correct change*
- *At what level of literacy would you describe someone who can:*
  - *fill out a form*
  - *add and subtract money to 3 digits*
  - *read and interpret posters?*
- *Why?*

PART 3. ADAPTING THE ATLP CURRICULUM FOR INDIGENOUS PEOPLES

This section is divided into three sub-headings:

1. The ATLP curriculum grid
2. Adapting the ATLP curriculum grid
3. Designing a training sequence

1. The ATLP Curriculum Grid

Tasks:

- *Review Chapter 3 and ATLP Volume 1, which gives a broader overview of the information being set out here.*
- *Study the curriculum grid from the ATLP manual, vol.1, as reproduced below*

Below (Table 5.5) is a simplified version of the two-dimensional curriculum grid presented in the ATLP (Vol.I, p. 40). It shows the functional content of 24 literacy training cells arranged as a teaching sequence in a curriculum grid. Study it as a general model for curriculum design, and keep in mind that this is an example only.

Table 5.5 *ATLP* Vol. I, the Curriculum Grid - the Functional Content of 24 Literacy Training Sessions

	Level I (Basic Level)			Level II (Middle Level)		Level III (Self-Learning Level)
Family Life	Family life, roles, responsibilities **LESSON 1**	Extra money for the family **LESSON 5**	Family as social institution **LESSON 9**	Family needs and budgeting **LESSON 13**	Family customs and traditions **LESSON 17**	Responsible parenthood **LESSON 21**
Economics and Income	Work and income **LESSON 2**	Daily savings **LESSON 6**	Improved agriculture **LESSON 10**	Home gardening **LESSON 14**	Village co-operative **LESSON 18**	Entre-preneurship **LESSON 22**
Health	Food, water and nutrition **LESSON 3**	Health family **LESSON 7**	Common diseases **LESSON 11**	Health problems **LESSON 15**	Community health **LESSON 19**	Health services **LESSON 23**
Civic Conscious-ness	Rights and duties **LESSON 4**	Participation in development **LESSON 8**	Our forest **LESSON 12**	Our culture **LESSON 16**	All people are equal **LESSON 20**	My country **LESSON 24**

2. Adapting the Literacy Curriculum for Indigenous Peoples

The aim of this section is to show how the ATLP functional content grid can be adapted so that it more effectively reflects and relates to the lives and needs of indigenous peoples of the Asia-Pacific region.

Literature (ILO 1989) relating to the unique characteristics of indigenous or tribal peoples identifies four general features common to all of them. These are:

a) Special relationship to their ancestral lands and environment;

b) Conservation of languages, traditional institutions, cultural and religious practices;

c) Self identification; and

d) Subsistence oriented economies.

What follows is an adaptation of the ATLP curriculum grid, to include functional content areas of direct relevance to indigenous communities. For each of the content areas, there is an identified sub-topic. These sub-topics are **suggestions only**. The sub-topics that will form the basis of **your** training programme will be determined through negotiation with the indigenous group with whom you will be working.

Table 5.6 Scope and Sequence of the Adapted Curriculum for Indigenous People

Scope and Sequence of the Adapted Curriculum			
Level/Content	**Level 1**	**Level 2**	**Level 3**
Identity as an indigenous group	1.1 Sub-topic: "We are ...." Skills:	2.1 Other indigenous peoples Skills:	3.1 World view Skills:
Language, traditions and religion	2.1 Ceremonies Skills:	2.2 Folk tales Skills:	2.3 The elders Skills:
Ancestral lands and agrarian issues	3.1 Subsistence farming Skills:	3.2 Home gardening Skills:	3.3 Our forests Skills:
Family life	4.1 Roles and responsibilities Skills:	4.2 Family needs and budgeting Skills:	4.3 Parenthood Skills:
Economics and income	5.1 Work and income Skills:	5.2 Budgeting Skills:	5.3 Village co-operatives Skills:
Health	6.1 Food, water and nutrition Skills:	6.2 Community health Skills:	6.3 Health services Skills:
Civic consciousness	7.1 Rights and duties Skills:	7.2 All people are equal Skills:	7.3 My country Skills:

It is time to begin planning the skills and content in more detail. This is how detailing one of the content areas might look.

Table 5.7 Example of a Description of Three Cells in the Curriculum Grid

Language, traditions and religion	**Ceremonies:** **Skills:** • Names of ceremonies, • seasons, • traditions • community calendar,****not the Western calendar** • letters of alphabet • numbers 1-30 • simple sentences 4-5 words only (using key words). • adding and subtracting to 30	**Folk tales:** **Skills:** • identify key themes of tales • represent stories in pictorial format, • write personal narratives, 10 20 words only • numbers 1-30, 30-60 • four operations using numbers to 60	**The elders:** **Skills:** • read simple stories/elder profiles • numbers 60-100 • detail roles and responsibilities of elders within and beyond community • looking at forms of government • discuss with others what has been read

Task 1:	*Choose one or more of the cells in the curriculum grid and, keeping in mind the different skill levels, outline some of the skills and concepts to be addressed in the literacy training.*

Content:	Level 1:	Level 2:	Level 3

As you become more familiar with the skill levels, content and concepts relevant to the people you will be training, planning becomes easier and more straightforward. However, it is important that this planning remains a **collaborative process** that is undertaken in **close consultation** with those undertaking the training.

Task 2:	*Share your planning ideas with others, take account of their feedback, and modify your plan accordingly. It may be necessary for you to draft your work more than once*

Content:	Level 1:	Level 2:	Level 3

Content:	Level 1:	Level 2:	Level 3

3. Designing a Training Sequence

The training sequence should provide a clear blueprint for the design, development and implementation of a training activity. The blueprint outlined here is adapted from ATLP specifications. (Further information can be obtained from ATLP (Vol. 1) and the *Manual for Adapting ATLP for Women* (1994, pp. 51-59)). Table 5.5 show, as an example, how 24 lessons can be sequenced according to two dimensions; literacy levels and functional content areas. It is important to notice that it usually takes longer to reach literacy level I, than levels II and II. Hence, more topics (cells) should be placed under level I, less under level II and even less under level III (Table 5.5).

Task:	*Take the content or topic area you have modified earlier in the chapter and detail the training aims, purpose and programme in the box below (Table 5.8). It is important that the aims and rationale emphasize the training's relevance to the indigenous people or ethnic minority for whom it is intended.*

Table 5.8 Detailing the Training Aims and Purposes of a Literacy Programme

1.	Topic:
2.	Educational rationale: (Why is this training educationally important?)
3.	Aims: (What are the desired outcomes for learners?)
4.	What knowledge do learners already have about this topic?
5.	Level of literacy skills (I, II or III):
6.	Functional content area (see Table 5.6):
7.	Placement in sequence of topics in adapted curriculum:

PART 4. GUIDELINES FOR THE PREPARATION OF TRAINING MATERIALS

Teaching – learning materials should be developed according to the literacy curriculum (grid) which has been adapted for indigenous people, as outlined in Part 3 of this chapter. A teacher's guidebook and learner's book should be produced in accordance with each content cell in the curriculum grid.

In this section we review the unique requirements of minority/indigenous peoples in the development of literacy materials for the learners, and we describe the characteristics of effective learning materials for minority peoples. This section is divided into the following six sub-headings:

1. Selection of format
2. Possible formats for materials
3. Writing for minority peoples
4. Illustrating materials for minority peoples
5. How can oral literature be used in basic literacy materials?
6. Selection and use of language in basic literacy materials for minority peoples

1. Selection of Format

Below, we consider ways of presenting course content in appropriate and effective formats.

The format of materials for minority peoples is decided on the basis of what may be most suitable and effective for learners' interests and for the content of the particular materials to be produced.

a) Select formats that can convey messages in the most easily understandable, enjoyable, clear and effective manner for the targeted learners.

b) Make sure that the format reflects the needs and cultural background of the learners.

c) Design the materials so that they are strong and durable, handy to carry and easy to use.

d) Always keep in mind the time and place for using materials.

e) Develop several formats on the same theme so that interests and effectiveness can be multiplied.

f) Make the format appropriate for materials that are motivational, instructional or for follow-up.

2. Possible Formats for Materials

Task: *A general listing of materials formats is given below. Some of the materials listed are appropriate for use with indigenous or remote communities, others are not. Discuss which types of formats would be most appropriate and easiest to use.*

Table 5.9 Listing of Categories and Materials Formats

Category	Format	
1. Printed book	▪ booklet ▪ book ▪ photo-novella (narrative by photographs)	▪ comic ▪ others
2. Printed non-book	▪ leaflets (flyers) ▪ posters ▪ flip charts ▪ cards	▪ wall newspapers ▪ news periodicals and journals ▪ others
3. Audio-visual media (folk)	▪ story telling ▪ songs ▪ folk dances ▪ drama	▪ puppet shows ▪ shadow plays ▪ pictore story-telling ▪ others
4. Audio-visual media (electric)	▪ slides ▪ videos ▪ tapes	▪ ratio programmes ▪ TV programmes ▪ films ▪ others
5. Games and others	▪ card games ▪ jigsaw puzzles ▪ games of finance, e.g. Monopoly	▪ board games such as Sugoroku, Parchessi, Snames and Ladders ▪ simulation game ▪ others

3. Writing for Minority Peoples

The section below aims to develop awareness of the considerations that need to be taken into account in developing a writing system for communities with an exclusively oral language tradition.

Motivation to accept the new culture of written literacy is a crucial factor. Such motivation can only come from those affected by the programme. If motivated, they would then enter a new world of printed literature and experience a process of transition (from the spoken word to written literacy).

Creativity is common to all languages. Non-written languages also keep on enriching themselves just as do languages with written literacy. It is necessary and important for trainers to learn the language, popular and frequent sayings and different sounds or phonemes that are typical or important to the given community.

When using a minority people's mother tongue for writing, we have to be mindful of the following aspects:

a) Rhythmic and poetic uses of the language are likely to be highly valued.

b) Mere translation from national to minority language may not convey the message. Every language has colloquial and formal styles, and it is important to be sensitive to these.

c) Every language is creative and rich in its folklore.

d) Spoken language is different from the written language.

e) Every language is changing and transforming, but different communities have different attitudes towards language change.

f) There may be sharp differences in attitude between older and younger people about language change and language conservation.

g) Men and women, young and old and other social categories may have different and required speech styles.

The language to be used in basic literacy materials should be simple and straightforward and should draw on the most frequently used words in the learner's vocabulary. In the beginning, only one word consisting of 3-4 graphemes or one small meaningful unit in a syllabic script or character can be introduced. A sentence on a poster or chart should be restricted to 3-5 words. Each sentence should convey only one idea or message. The sentence should be direct and maintain the syntax. The idea or message can also be communicated by quoting a line from a popular folksong or a frequently used proverb. In this way, the learners can grasp the meaning first and associate the written representation with the sounds or meaning. The language in basic literacy materials should be in clear, tangible terms.

4. Illustrating of Materials for Minority Peoples

In this section we look at the features of quality illustrations for literacy materials.

Study carefully the indigenous designs, visual expressions, symbolism and taboos, and reflect them in illustrations. Maintain a due respect for the community's wishes and concerns about every form of visual representation.

Illustrations should stimulate the learners' interest and needs in daily life based on their problems. They should be straightforward in communicating their message (this "straightforwardness" may vary across cultures) and should at all times be negotiated with mother tongue speakers to be culturally appropriate.

Study what kind of visualization is most easily communicable among your target group. A "visual illiteracy" is common amongst many peoples. It is advisable, however, to avoid too many cartoon styles and symbols at basic literacy levels as these are often "caricatures." Illustrations should be relevant to the subject matter and appropriate to the objectives and strategies of the learning content. According to the level of learners, different styles of illustrations should be used. Illustrations should be very attractive, clear and pleasing to the eyes of the learners. Try to find the visual expressions that everybody would like. Get help from the persons in the community who have strong knowledge and skill in their own visual culture. Listen to their opinions and use their illustrations. Ask their permission to use visual illustrations and explain the purposes of their use. Visuals should play a major role especially during the basic literacy stage of the programme.

5. How Can Oral Literature Be Used in Basic Literacy Materials?

In this section we consider how a community's oral tradition can be used within a basic literacy programme.

The oral literature of communities is typically abundant and rich. It is a critical resource for literacy programmes, but its use needs to be negotiated to ensure that it is acceptable to the community. If adaptations are required to "fit" traditional stories into literacy programmes, it is important to check these adaptations with the community.

How can oral literature be used in basic literacy materials?

a) Well-known proverbs, riddles or couplets from folk literature can be introduced at appropriate places in early literacy materials.

b) Famous characters and a simple story line of folktales can be used in such materials.

c) Short exercises can be based on riddles from folk traditions. For example, three answers can be given for a riddle. The learner will write the correct one in a space given with dotted line.

d) Supplementary books can cover information on fairs and festivals, village history, folksongs, stories of adventure and romance, or humour and wisdom found in folklore.

e) Folksongs, folk music, and folk theatre can be motivating and stimulating while building an environment for literacy through audio-visual aids.

f) Folk tunes with changed lyrics are quite popular in development programmes. Learners can themselves compose new lyrics for the tunes they know.

g) The use of folk culture in literacy materials has often been a successful means of attracting minority peoples toward literacy programmes, and folk artists have been used successfully to stimulate community involvement in literacy programmes.

6. Selection and Use of Language in Basic Literacy Materials for Minority Peoples

When the learning material is learner-centred, it is vital to use the language in which the learner is most comfortable. For indigenous communities this will usually be the mother tongue of the learner. When s/he can understand the language of teaching materials and the medium of instruction, the pace of learning increases. If a learner has to acquire a new language at the same time as they learn to read and write, the intellectual demand may be too great. If the meaning of the learning task is clear because the language is familiar, it is likely that literacy learning will be accelerated. As a result, the learner becomes more confident about his/her learning abilities. Learner self-confidence and pride in their own culture and language can contribute to the effectiveness of the literacy programme. For learners to access a wider range of reading materials or join the mainstream of the formal education system, there often needs to be a transfer of knowledge from the mother tongue to the regional or national language.

There can be three ways of using the first language of learners:

a.) Where the mother tongue and the regional or national language use the same writing system, the basic literacy materials ought to be initially in the mother tongue. Simple and common words from the national language can be gradually introduced after learners have reached at least half way in mastering reading, writing and numeracy skills.

b.) When the writing system of the mother tongue is different from the regional/national language, it is advisable to develop the learning materials in both languages. The learner will have a choice to select either of the languages. It has been observed in some countries that the majority of the older people select the mother tongue, while some self-motivated young learners prefer the regional/national language for its wider use in life.

c.) There are three options available for developing learning materials when the mother tongue has no writing system. The first option is to adopt the same orthography as is used in the regional or national language. The second option is to adopt a phonetic romanized form of writing. Finally, an entirely new writing system could be devised. Ultimately, it ought to be the right of the minority community to choose. However, it is desirable for a collaborative decision-making process to take place between the users of the language and the producers of the materials of the literacy programme.

Using regional/national forms of writing will facilitate the transfer of literacy in the mother tongue to literacy in the regional/national language. It is more likely that there will be an extensive literature in the latter languages.

For reasons of cultural maintenance and identity, communities will sometimes opt for a unique writing system. In such cases, the literacy programme will need to incorporate bilingual and dual-orthography methods.

Review Activities:

- *What are the types of understandings and local knowledge training personnel need to be familiar with before developing training materials?*
- *What special needs do communities with no written language have? How can these needs be met?*
- *For what reasons or purposes should similar thematic content be formatted in different ways?*
- *What types of formats would be most suitable for use with indigenous/tribal ethnic minority communities?*

PART 5. PROGRAMME DELIVERY

In this section, we consider effective ways in which training can be delivered, ensuring a balanced and appropriate blend of information, reflection and practice.

It is useful to consider the design of materials and training programmes in terms of **input, process (practice)** and **output.**

Input: information that the learner needs in order to achieve the skill or outcome that is required

Process: the ways in which the learner is able to interact or work with the input to approximate the desired outcome

Outcome: the demonstration of a new or acquired skill

Learning sequences need to provide a balance of these three elements at any given point in time. Learners require a measured amount of input and process before they can achieve the desired outcome. Too much or not enough input or process may result in learners being unsuccessful.

Review Activities:	*Classify the following possible elements of a training programme at the basic literacy level and determine whether they are examples of Input (I), Process (P) or Outcome (O)*	
	• *introduction of key words*	
	• *writing a sentence using a key word*	
	• *writing the word three times*	P
	• *completing a sentence*	
	• *sequencing a sentence*	
	• *discussing what the key words mean in a group*	
	• *matching key words*	
	• *locating key words in a story or sentence*	

For more information see *Manual for Adapting ATLP for Women* (UNESCO, 1994, p. 48).

Chapter Six

PLANNING, MONITORING AND EVALUATION A LITERACY PROGRAMME FOR INDIGENOUS PEOPLES

Objective:

- To gain practical insights into how to plan, monitor and evaluate a literacy training programme for indigenous peoples

Introduction

Planning, monitoring and evaluating a literacy training programme represent different activities which are all important. Trainers need to adopt a systematic approach for these tasks. This chapter aims to provide support and is divided into two parts:

Part 1: Planning for a Literacy Programme
Part 2: Monitoring and Evaluating a Literacy Programme

PART 1. PLANNING FOR A LITERACY PROGRAMME

Some specific steps can be followed and basic considerations taken into account to ensure the successful planning of a literacy programme for indigenous peoples. We provide a list of both steps and considerations in more detail after the task.

Tasks:	
	• *In pairs, discuss all aspects of a literacy training programme for indigenous peoples which you think need to be considered.*
	• *Make a list of your findings.*
	• *Organize your findings into steps: i.e., what would you discuss with the trainers first, second, etc.*

Here are suggestions for a list of basic considerations and steps (Figure 6.1) you can use to plan a literacy programme:

1. Basic Considerations in Planning for a Literacy Programme for Indigenous Peoples

When planning for a literacy training programme, drawing up a list of basic considerations is a safety measure to ensure that no single important aspect of the programme is neglected.

Examples of basic considerations and questions are as follows:

a) Trainers/participants

b) Cost

c) Time

d) Objectives

e) Contents

f) Methodology

g) Staff

h) Environment/setting

a) Trainers/participants

- How many trainers do you have in the programme?
- What are their age, gender, marital status, work, religion, and status in the community?
- How much literacy training have they done before?
- Which languages do they speak, with whom and when?
- What are the trainers' writing, reading and learning abilities in the different languages they know?
- Will all the trainers understand the language used for training?

See at the end of this chapter an example of a TRAINER INFORMATION SHEET (questionnaire) you can use to collect information about trainers, and an example of a RECORD SHEET FOR TRAINERS to compile the information.

Important: The use of a questionnaire to collect information about trainers might not be appropriate in all cases. You can also collect this information orally by simply asking trainers the questions on the questionnaire. If asking direct questions is not appropriate, find a way to gather the information which will not offend the trainers. Record the information on the record sheet.

b) Cost

- How much money is available, and is it enough to run the programme?
- Does the budget allocate money for everything that is needed such as wages of trainers and other personnel, venue, equipment or materials?

c) Time

- How much time is available for the training? Is it enough?
- What problems could you have in scheduling the programme? For example, can trainers attend all sessions? Can you allow for flexibility?

d) **Objectives**

- What do the trainers know and not know about literacy training?
- What do you expect the trainers to know and be able to do at the end of the programme?

e) **Contents**

- What kind of behaviour, attitudes and specific knowledge do the trainers need to have for planning a literacy training programme for indigenous peoples? For example, if trainers are planning a programme specifically targeting women, what does this require in terms of attitudes and appropriate services and methods to teach female trainers successfully?

f) **Methodology**

- What kind of approach would you use to provide knowledge in the different areas you have identified under "content?" Include the sort of materials (print and non-print, multi-media) you would need, and whether they would be suited for the trainers.

g) **Staff**

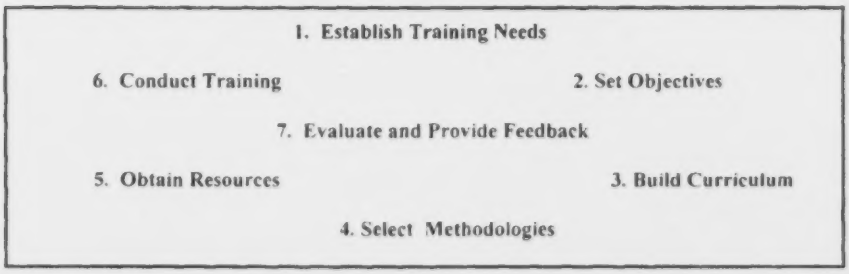
- Do you have all the staff you need for the programme, such as trainers and resource persons?
- What is the precise role of each person?
- Is each person qualified and/or capable to do the work they will have to do?

h) **Environment/Setting**

- Does the room for the training have enough light, tables, chairs, writing boards and all the other equipment you need?
- Is the room too noisy? etc.

2. Seven Steps for Planning a Literacy Training Programme for Indigenous Peoples

Figure 6.1: Seven Steps for Designing a Literacy Training Programme
(Adapted from Leonard Nadler, 1982)



The following is an explanation for each step:

Step 1. Establish Training Needs

This means identifying everything trainers need to learn to teach literacy programmes successfully. They might need to learn about the ATLP approach, differences between men's and women's learning styles, and methods for teaching literacy and numeracy, for example.

Step 2. Set Objectives

Setting an objective means identifying exactly what the training programme wants to achieve.

Examples of set objectives:

- "At the end of the training programme, all trainers will be able to start a literacy programme for women who live in the area and cannot read or write."
- "At the end of the training programme, all trainers will be able to start a programme for children of indigenous communities who cannot attend the local school."

Step 3. Build Curriculum

To build a curriculum, trainers have to decide what the content of the literacy programme is going to be. What are trainers going to teach exactly? The content of the teaching must reflect the needs identified earlier and the set objectives of the programme.

Step 4. Select Methodologies

This relates to how trainers teach the content of a literacy programme, the approach and the techniques they use. A good way to identify a methodology is to think of what the trainer would do in each session, how would each training session start, continue and finish, and what activities would the trainees have to do.

Step 5. Obtain Resources and Materials

For a literacy training programme to work well, trainers must identify what is needed to run the programme: how many trainers (teachers) are needed, how much money, materials and equipment are required. They must also identify other organizations (from the Government or NGOs, etc.) who are interested in education or community development and which could help start and maintain literacy programmes for indigenous peoples.

Step 6. Conduct Training

In preparing for training, trainers must decide which approach or approaches they will take to suit a particular group of learners. They need to take into account the cost, time and personnel available for the training programme.

Step 7. Evaluate and Provide Feedback

Trainers must ensure that all personnel involved in the training programme had the opportunity to discuss and make comments on each step (1 to 7).

Review Activities:	• *Compare the results of the task you did at the beginning of the training session with the suggestions made above (i.e., basic considerations and seven steps for planning)* • *What had you forgotten in your task that you would now include in your training programme, either from the list above or your own suggestions?*

Further information related to planning a literacy programme can be found in the APPEAL Manual for Planning and Management of Literacy and Continuing Education (AMPM), Vol. 2: Planning for Literacy and Continuing Education, (UNESCO, 1994).

PART 2. MONITORING AND EVALUATING A LITERACY PROGRAMME*

Master trainers need to learn how to help literacy trainers (teachers) monitor and evaluate a literacy programme for indigenous peoples.

Tasks:	• *Discuss the need for proper monitoring and evaluation of a literacy programme for indigenous peoples, and similarities and differences between monitoring and evaluation.* • *In pairs, identify what are the parts of the literacy programme for indigenous peoples that you think need to be monitored.*

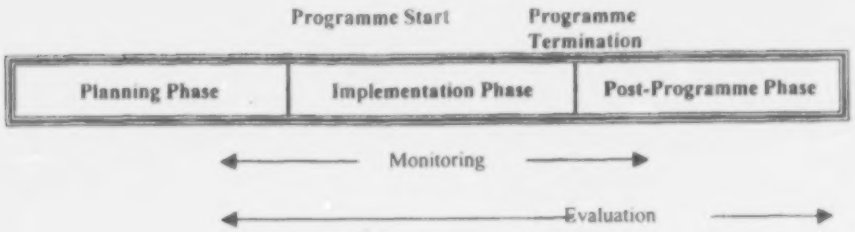
1. The Relationship between Monitoring and Evaluation

There is often a tendency to equate monitoring with evaluation and to use the two words interchangeably and synonymously. In actuality, these are two different programme components and their relationship is basically in terms of the time frame when they may occur as parallel activities. Figure 6.2 shows the relationship between monitoring and evaluation. Also presented are basic questions that these two components attempt to answer.

In monitoring, the efforts are mainly aimed at ensuring that the programme is functioning as planned. Unlike evaluation, which aims to judge programme performance, the overall aim of monitoring is to ensure that the programme activities are implemented as planned and whether the factors that lead to success are present in the field. The major monitoring function is to provide profiles of activities at the implementation level.

* This section is largely based on the *Practitioners' Manual on Monitoring and Evaluation of Literacy and Continuing Education Programmes*, (UNESCO, 1999).

Figure 6.2 Conceptual Interface between Monitoring and Evaluation and Basic Objectives and Questions



Monitoring: Basic Questions

1. Are project activities being implemented according to plan?
2. Who is benefiting from the project?
3. Are the expected outcomes/outputs being developed?
4. Is the amount of benefits being delivered the right amount?
5. What changes, if any, should be made to the programme? Why?

Evaluation: Basic Questions

1. To what degree has the objective been attained over time?
2. Is the project cost effective?
3. What impact has the project had upon the target clientele?
4. What decision should be taken on the programme?

We **MONITOR** to **"PERFECT"** implementation
We **EVALUATE** to **"JUDGE"** the performance
➢ of the programme

Source: SEAMEO-INNOTECH Course Handouts on *Planning and Management of Literacy and Continuing Education Programme, 1996-1997*

Monitoring Objective(s) _____

Monitoring Indicator(s): _____

Activities to be monitored	Implementation period	Expected outputs/ outcomes	Critical data to be gathered	Data-gathering tool (s)/ techniques	Assigned programme monitors	Monitoring dates	Budget

The process of developing a monitoring plan follows eleven steps

Step 1: *Develop the monitoring objectives.* These objectives are generally based on the monitoring questions and concerns identified in Figure 6.2 of this chapter

Step 2: *Specify the programme monitoring indicators.* These indicators will serve as the basis for developing the appropriate monitoring methodologies.

Step 3: *Identify the programme activities to be monitored.* For easy reference, a simple Gantt Chart may be prepared (Figure 6.3).

Step 4: *Indicate the expected outputs from each of the activities and the dates when these outputs shall appear.* This step should be carefully done to ensure accurate monitoring

Step 5: *Prepare a list of the activities to be monitored.* This list should also specify the following:

- Actual events at monitoring time
- Participating programme beneficiaries and/or administrators
- Implementation schedule
- Expected outcome/output of each activity
- Resources/inputs being used
- Person(s) in charge of the activity

Step 6: *Take note of the date(s) of implementation of the activity(ies) to be monitored.*

Step 7: *Identify the important data to be gathered about the activity(ies).* These are data which you need in order to direct and control implementation

Step 8: *Choose the appropriate dates when the data identified in* ***Step 5*** *will be gathered*

Step 9: *Prepare the monitoring methodologies.* The monitoring plan should describe the data-gathering techniques to be used

Evaluation, on the other hand, aims to examine the project in its entirety – the context, input, process, output and outcome – and make recommendations that may lead to the revision of the programme design or replacing it entirely. It may also recommend changes in the future course of action for the programme.

The basic difference between monitoring and evaluation, therefore, lies in their purposes – the major purpose of monitoring is to improve and perfect the implementation of the programme and point out gaps so that the programme manager can address them, while that of evaluation is to assess and judge programme performance.

In terms of time frames, both monitoring and evaluation activities are planned before the actual programme implementation. Monitoring work commences simultaneously with the start of the programme while evaluation work is undertaken at regular intervals sometime after the programme begins, when it ends and/or sometime after its completion.

2. Monitoring

The development and preparation of a monitoring plan for a literacy programme for indigenous peoples are normally done during the planning phase. The schedule of the monitoring activities is reviewed and discussed so that you know when to expect data from the field and subsequently make the necessary analysis of the information gathered.

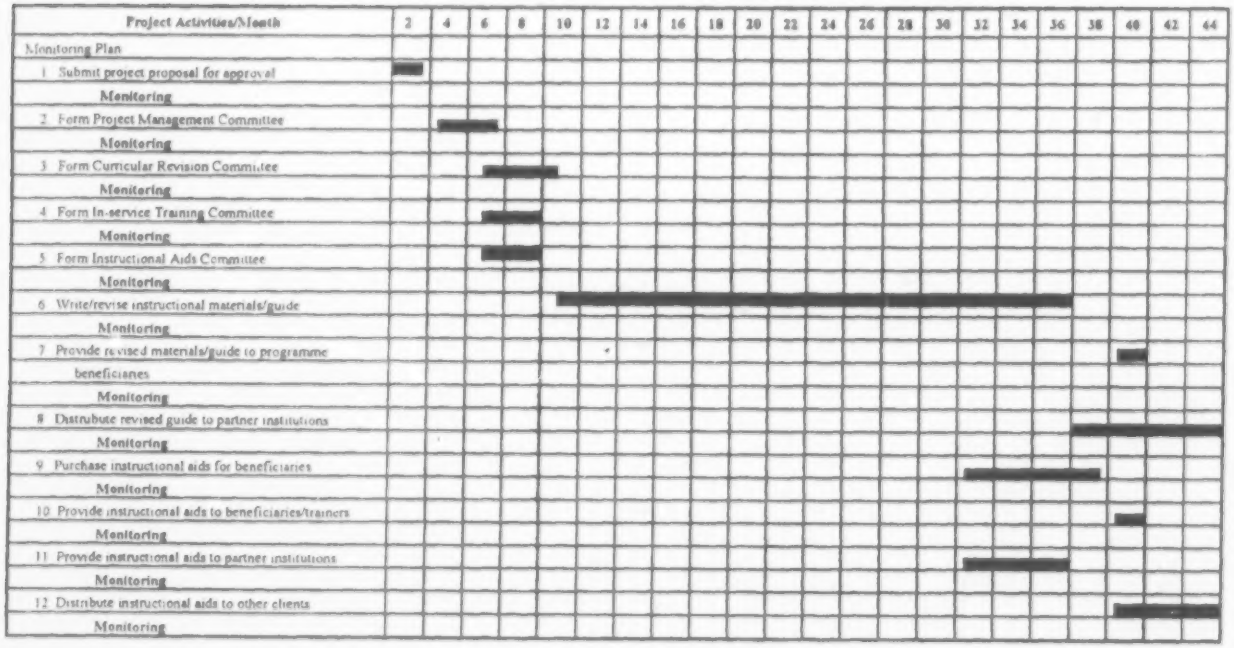
The major elements of the monitoring plan are:

- Objectives
- Indicators
- Programme activities to be monitored
- Scheduled implementation period
- Expected activity outputs and dates of completion
- Critical data to be gathered
- Data-gathering tools and/or techniques
- Monitors responsible for the actual monitoring
- Monitoring dates
- Budget

The first two elements, **objectives** and **indicators**, are developed before the actual programme implementation. The other eight elements are the major items to be accomplished during the actual monitoring work.

These elements may be plotted on a chart, as follows:

Figure 6.3 Sample Gantt Chart for Programme Monitoring



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Step 10: *Prepare the monitoring budget.* All anticipated expenditures to be incurred should be identified, including provisions for a possible increase in costs.

Step 11: *Prepare and validate the plan prior to actual monitoring.* The programme monitors should frequently consult with all stakeholders throughout the writing and plan preparation stage.

During the implementation of the monitoring plan, reporting of the results should be made public and shared with the indigenous learners. In this way the learners are actively involved, and the teaching – learning process can be improved.

3. Evaluation

The common features of programme evaluation may be summarized as follows:

> Evaluation is the systematic process of collecting and analyzing data in order to determine whether and to what degree objectives have been or are being achieved. To evaluate is to determine the value of something. Something has value if it is necessary, desirable, useful or important. It is also of value if it can serve a purpose or cause an effect.

Evaluation aims to answer the following questions:

- To what degree has the objective been attained over time?
- Is the programme cost-effective?
- What impact/effect does the programme have upon the target beneficiaries?
- What decision should be taken on the programme?

Evaluation of a literacy programme can be internal or external. In the case of internal evaluation of a literacy programme for indigenous peoples, it will be desirable to involve the learners actively in the evaluation process. A participatory approach should be followed.

Listed below are some major areas of evaluation as well as some exemplar variables for the evaluation of literacy programmes.

■ Four Major Areas of Evaluation

Taking into account the focus and content of the evaluation process, we can identify four evaluation areas: context evaluation, input evaluation, process evaluation, and output evaluation. The following table defines the scope of these evaluation areas:

Table 6.1 Major Evaluation Areas

Areas	Scope
Context	Relative environment conditions under which the literacy programme is implemented, needs and opportunities, problems concurrent systems
Input	Availability and use of resources, designs for programme implementation, strategies applied, input supply system
Process	Procedural records, defects and difficulties in providing inputs
Output	Output from the programme, attainment of targets and objectives, continuation of output

Within the broader scope of evaluation under each area, there can be a number of options to cover. Selection of the options depends on the purpose and type of evaluation. Certain common options are mentioned below, classified into various evaluation areas.

A descriptive classification of variables for evaluation of literacy programmes (Bhola, 1990) is shown in the following table.

Table 6.2 Variables for the Evaluation of Literacy Programmes

Variables	Variations/Options
Inputs	
Teachers	Particular education levels and social classes
	Extent of field-work experience
	Level of commitment to development work
	Teaching competence and teaching experience
	Direct appointment versus secondment from a parent department
	Continuity versus turnover
	Workload of teachers
Learners	Educational background
	Social class and value orientations
	Commitment to development
	Motivation to learn
Teaching-learning facilities	Teaching materials quantity, diversity, quality
	Materials and facilities
	Indigenous versus imported materials
	Instructional and duplication equipment
	Characteristics of learning sites
Process	
Instructional/ Informational	Conceptualization of teaching as knowledge transfer, skills training, behaviour modification, socialization, etc
	Integrated versus discipline-oriented curriculum development (i.e., instructional organization)
	Teaching and learning styles
	Substantive knowledge versus process emphasis
	Presence versus absence of curriculum validation through needs assessment
	Availability and non-availability of counseling and guidance services
Organizational/ Structural	Organizational health status
	Organizational capacity rating
Distributive/ Maintenance-related	Quality of administrative support
	Coordination with extension staff and services
Context	
Organizational	Organization culture
	Institutional relationship (horizontal and vertical) with other organizations
Environmental	Surroundings
	General social climate in the country
Outputs	Literate adults at various literacy levels
	Trained development workers with various competencies
	Emergent role identities
	Differential experiences of trainers
	Quality of radio programmes

Sheet No: **TRAINER INFORMATION SHEET**

General information:

- Name and Surname: _____
- Female/Male ? (circle which one)
- Age: _____

  Religion: _____
- Married: Yes/No (circle one)
- Work and/or activities in the community:

  _____
- Role in the community (if applicable: e.g., healer, singer, etc.)

  _____

Languages:

- What is the learner's mother tongue?: _____
- Does the learner's mother tongue has a writing system?: yes/no
- Does the learner speak the regional language(s)?
  If yes which one(s):

  1. _____(does this language have a writing system: yes/no).
  2. _____(does this language have a writing system: yes/no).
  3. _____(does this language have a writing system: yes/no).
- Does the learner speak the national language(s)?

  1. _____(does this language have a writing system: yes/no).
  2. _____(does this language have a writing system: yes/no).
- Can the learner read or write in any of the languages mentioned above and at which level (beginner/intermediate/advanced)? Give a detailed answer if appropriate:

  _____

  _____
- How much literacy training has the trainer done before?

  _____

RECORD SHEET FOR TRAINERS

No.	Names	Sex	Age	Religion	Work	Role	Mother tongue	Other languages

Total number of women:

Total number of men :

Language(s) spoken by all :

Age bracket:

Common language to all:

Chapter Seven

PROMOTION OF A LITERACY PROGRAMME FOR INDIGENOUS PEOPLES: HOW TO ATTRACT AND RETAIN PARTICIPANTS

Objective:

- To reflect on issues which influence the successful promotion of a literacy programme and the retention of participants once they have joined a programme

Introduction

Teaching and learning literacy always occur in the context of relationships, first between the teacher (trainer) and the learners and second between the teacher and learners and the local environment. In this chapter we explore the nature and some of the main variables of these relationships to understand how to best promote a literacy training programme and to retain participants in a programme.

The main variables which influence the promotion and success of a literacy programme are discussed under three headings:[1]

1. Linking literacy training to learners' lives
2. Trainers, learners and classroom processes
3. The first group meeting

Task:	*Read and discuss in small groups Section One, Two and Three below. Can you think of other important issues which can influence the successful promotion of a literacy programme and retention of participants?*

1 Many of the ideas under the three headings of this chapter are taken from two sources:
- Abadzi, H. (1994) What We Know about Acquisition of Adult Literacy – Is There Hope? The World Bank, Washington DC.
- (1987) Literacy Promoters Handbook SWAPO (South West Africa People's Organization), London

PART 1. LINKING LITERACY TRAINING TO LEARNERS' LIVES

Appreciate the fact that learners (especially adults) are more likely to want to learn to read and persist in learning literacy if they can clearly see how such learning will improve their lives.

As part of a promotion campaign for a new literacy programme trainers need to give a lot of examples on how literacy skills can improve what one can do in life. Abadzi (1994: 25) gives the example of a literacy trainer in Bangladesh who tells adults during a first meeting how by the end of one class they will know how to write a letter to their uncle and ask for money. If you are training for literacy in a national language, point out to learners how learning literacy in a "new" language also helps them to become more fluent in speaking this language. You can also show how literacy skills give access to new knowledge in areas such as health, family planning, ecology and agriculture.

Show the links between literacy skills and access to formal education and degrees.

As much as possible, trainers should try to link literacy training to primary or other schools in the area to help learners feel part of a wider learning environment which they can then join for further study. The potential prospect of acquiring a primary school diploma or any other diploma can be a great motivator for someone to join a literacy programme.

In your community, try to understand the causes which explain the lack of motivation for some people to enroll or remain in a literacy programme.

Many people in indigenous communities have a desire to become literate, but lack the means to realize their aspiration. Poverty, exhausting work, domestic work or other factors (e.g., low self-esteem) might interfere with the desire to acquire new skills which do not give immediate relief from other pressing (and sometimes less obvious) needs. It is important for trainers not to mistake any lack of commitment for the lack of desire. It is important to try to remain open and flexible and to give potential regular participants time to reset their priorities in life. In some cases participants might drop out of a literacy programme only temporarily and return subsequently with a stronger commitment. Trainers need to work *with* people, being gentle and non-judgmental, and offering constant support.

Deal in advance with potential drop-outs and lack of motivation.

It is advisable to discuss with new participants the personal variables which can affect their commitment to a literacy programme. In this way, the trainer can help learners become more responsible for their own learning at an early stage in the programme. For instance, trainers can tell new participants that learning to read and write is very rewarding for the reasons we have already mentioned, but that at the same time it is not an easy task and requires a regular and long-term effort. Learning literacy can therefore, for some people, become an exercise in self-

discipline. Talking about the more personal difficulties inherent to the learning of literacy is the first step towards developing new habits to counter those difficulties.

Try to promote a new literacy programme within "naturally" existing groups of people who share common interests and feel comfortable with each other and harness the group dynamics to support the learning of literacy.

It is advisable for trainers to spend time in the indigenous community where they will launch a literacy programme and observe what people do together and what social groups they have created. Trainers can then promote literacy training within already existing groups (a women's sewing group, a hunters' group, a football team, or a church group). The "group approach" to literacy training has been shown to work well. The more people have in common, the more they are likely to support each other when *as a group* they undertake a new challenge such as literacy training.

If trainers have to start with a group of people who do not have a lot in common, they need to help the group bond together by organizing various informal activities (eating together, singing together, going on an excursion or other similar activities).

PART 2. TRAINERS, LEARNERS AND CLASSROOM PROCESSES

It is common for trainers to start a new literacy training programme with great enthusiasm and to soon feel "burnt out" and disillusioned with the slow progress of some learners. When training future trainers, it is therefore important to help them set realistic expectations of what they will be able to achieve. Some general information about common patterns regarding retention rates and achievement can help trainers work within reasonable expectations and hence retain long-term enthusiasm and commitment for what they do.

Some common patterns and facts:

1. After an initial strong interest in a programme, many participants start attending classes irregularly or drop out altogether. The average retention rate in literacy programmes is around 5 per cent. What trainers might regard as an excellent literacy training programme does not automatically ensure high enrollments in the programme.
2. Large (government) programmes are not always as successful as smaller (non-governmental organization) programmes which may be more client-oriented (Abadzi 1994: 8).
3. Low learning outcomes can reflect trainers' lack of experience in evaluating achievement rather than actual low achievement (Abadzi 1994).

Many factors which are closely related to teacher and participant behaviour as well as teaching practices can contribute to the success or failure of a literacy programme. We examine some of these factors in more detail below.

Non-literate adults need respect from trainers.

All learners (whether adults or children) need respect from their teachers, though for adults this need may often be greater than for children. Non-literate adults in a world which values print so highly know they are at a disadvantage, and in order to preserve their sense of worth they might resist or react against patronizing attitudes from a trainer. It is therefore important for trainers to **nurture a relationship of equality between teacher and learners.** Trainers need to value learners for what they know and can already do, rather than to highlight what learners do not know. A good self-esteem is necessary for anyone to be open to learning.

Trainers need to work with the learners, consult with them and take their views into account.

It is important for trainers to have genuine open communication with learners by consulting with them on the content and approach of a literacy programme. Good trainers do not follow rules but principles, that is, they are able to constantly adapt their teaching to the needs of the learners without losing sight of what they know is required for effective learning to occur. Teaching literacy in this sense involves continuous negotiation and adjustment between trainers and learners in an atmosphere of mutual respect.

Participants will see the usefulness of learning literacy more easily if they can see some of their pressing needs to read satisfied during classes.

Trainers can ask learners to bring to class items from their daily lives such as a labeled tin of food, instructions for taking medicine, or a letter that they want to be able to read. Learners are more likely to remain in a literacy programme if they feel actively involved in determining at least part of the content of classes.

Trainer interest is crucial.

Participant motivation to become literate is likely to be enhanced and maintained if they feel trainers are genuinely committed to the programme. Signs of commitment include the trainer's prompt and regular attendance, adequate organization and preparation for classes, genuine interest in each participant, and enthusiasm. Teacher-related variables have proven to be more important than the quality of textbooks or methodology in succesful literacy programmes.

Trainers tend to teach the way they learnt.

Trainers of future trainers need to remember that trainers tend to teach the way they have been taught. If trainers are more mature people, they are likely to be used to a more traditional approach to teaching, that is, an approach where the teacher was seen as the source of all knowledge, spoke most of the time and did not invite learners to participate in class activities. In this case, trainers will need support to change their approach to teaching towards a more learner-centred method to learning literacy in which learners take an active part in the learning process.

PART 3. THE FIRST GROUP MEETING

The trainer or promoter of a new literacy programme can talk to potential participants and decide with them on a convenient time for a first group meeting. At the first meeting, the trainer may proceed in the following way:

1. Invite up to twenty people to participate. This is the average number for teaching any subject based on an interactive approach to teaching and learning.
2. Sit people in a circle, on chairs or on the ground.
3. Give plenty of time for participants to greet each other.
4. Ask the participants why they want to learn to read and write. Remind them of all the advantages of having literacy skills.
5. Explain the aims of the literacy programme and mention whether or not certificates will be awarded at the end of training. Explain what you intend to do.
6. Decide with the participants on a regular time for literacy classes and how often to meet.
7. Decide with the participants on a suitable venue. You can check various places before the meeting to be able to offer suggestions.
8. Write down the list of people who intend to enroll in the programme.
9. Give the participants the opportunity to ask questions.
10. Offer drinks and snacks during or at the end of the meeting.

Review Activity:

In the light of what has been discussed in this chapter, what in Lao Tsu's poem (below) can be related to good literacy training?

"Go with the people
Live with them
Learn from them
Love them
Start with what they know
Build with what they have

But of the best leaders
When the job is done, the task accomplished
The people will all say,
We have done this ourselves

Lao Tsu (China, 700 BC)

Chapter Eight

POST-LITERACY AND CONTINUING EDUCATION

Objectives:

- To show the continuum from literacy to post-literacy, continuing education and life-long learning with reference to indigenous peoples
- To provide examples of different types of continuing education programmes
- To illustrate how Community Learning Centres can be a venue for the delivery of literacy and continuing education

Introduction

This chapter aims to show that post-literacy and continuing education is a logical extension of literacy and primary education. Everybody should be given the opportunity to continue learning throughout their lives through various methods of education, such as:

1. Formal education
2. Non-formal education
3. Informal education (self-learning)

APPEAL has defined ***continuing education***[1] as:

> A broad concept which includes all the learning opportunities all people want or need outside of basic literacy education and primary education.

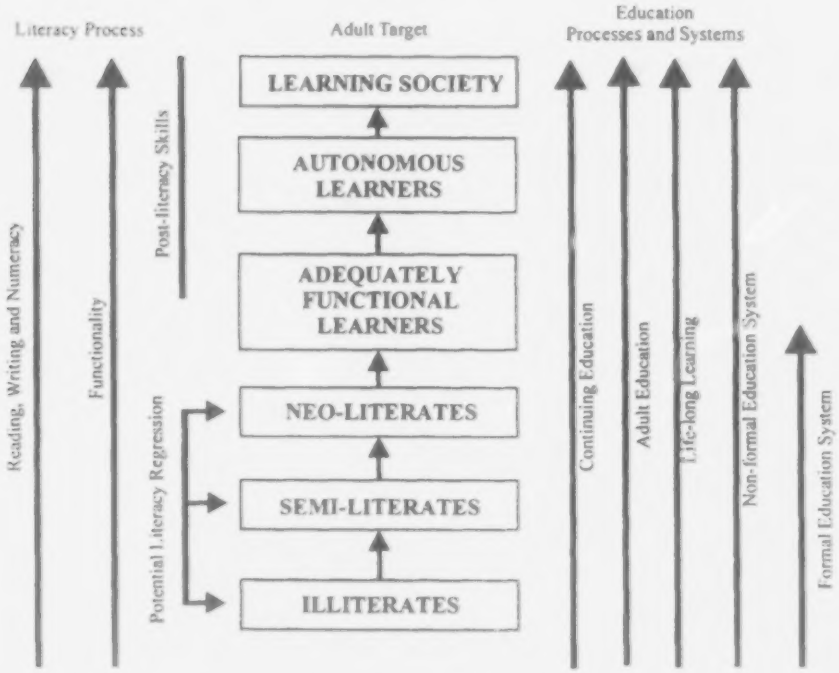
1. APPEAL Training Materials for Continuing Education Personnel (ATLP-CE), Vol. 1 *Continuing Education: New Policies and Directions*, p. 2. (UNESCO, 1993)

This definition implies the following:

1. Continuing education is for adults after they complete primary schooling, basic literacy or the equivalent.
2. It is responsive to the needs and wants of learners and the community.
3. It can include experiences provided by the formal, non-formal and informal education systems.

The progression from illiteracy to lifelong autonomous learning is illustrated in the following figure.

Figure 8.1 Stages of Development of a Learning Society



Development from Illiteracy into Learning Society

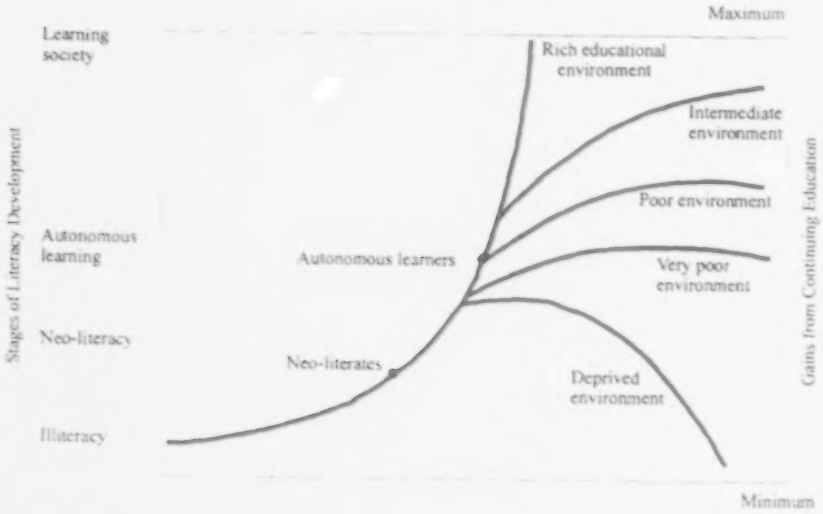
This figure shows that a systematically applied literacy training programme can increase an individual's competency and the average education level of a society as a whole. At the semi-literate level, there is a possibility of regression to illiteracy unless the learner follows appropriate programmes in functional literacy and post-literacy. The ultimate goal is a learning society in which most citizens reach the level of autonomous learners.

Task:	*At what stages in the development towards a learning society are most of the learners in the indigenous communities? What are the challenges in the transition from illiteracy to a learning society in the indigenous community?*

PART 1. THE IMPACT OF A RICH EDUCATIONAL ENVIRONMENT ON CONTINUING EDUCATION

Figure 8.2 below illustrates how a rich educational environment enriches the process of life-long learning whereas a poor learning environment slows down the learning process for people. The implications for literacy and continuing education are clear. The first is that adequate materials and training programmes are required beyond the attainment of basic literacy. The second is that relevant programmes must be provided to ensure further development of autonomous learners. Learners must have the opportunity to consolidate their recently attained literacy skills. The third implication is that there should be several education providers in the community, such as religious institutions, temples, mosques, schools, NGOs or private businesses, which give learners access to formal, informal and non-formal education.

Figure 8.2: A Rich Learning Environment Facilitates Education



PART 2. CONTINUING EDUCATION PROGRAMMES

After several years of experience in planning and implementing literacy programmes applying the ATLP approach, countries in the Asia-Pacific region requested UNESCO to develop a systematic model for continuing education. The APPEAL response was the development of eight volumes of training materials entitled the ***APPEAL Training Materials for Continuing Education Personnel (ATLP-CE)***, (UNESCO, 1993-95). The first volume provides a description of new policies and directions in continuing education in the Asia-Pacific region, while the following volumes describe six exemplar continuing education programmes:

1. **Post Literacy Programmes (PLPs)** are programmes and activities which are designed to prevent neo-literates and semi-literates from regressing to illiteracy. These programmes aim to consolidate basic literacy skills acquired by individuals during primary schooling or after successful completion of a basic literacy programme. The programmes also aim at improving the learners' literacy skills and apply the skills for individual and community development.

2. **Equivalency Programmes (EPs)** are types of continuing education programmes that provide opportunities for adults who have completed primary education or its equivalent to continue with a secondary school type of programme even if they failed to gain admission to, or if they dropped out of, formal secondary education. This is an alternative education equivalent to existing formal general or vocational education, but designed in a more flexible way, and whose purpose is to provide an opportunity for learners to continue to learn.

3. **Quality of Life Improvement Programmes (QLIPs)** are continuing education programmes which aim to equip learners and communities with the essential knowledge, attitudes, values and skills to enable them to improve their quality of life as individuals and as members of the community. These are programmes which are development focused and have a strong future orientation.

4. **Income-Generating Programmes (IGPs)** are types of vocational continuing education programmes which help learners acquire or upgrade vocational skills to enable them to conduct income-generating activities. They go beyond offering courses for skills development, but extend to equipping participants with managerial and enterprise skills so that they could use the facilities and services made available by the community to engage in a variety of gainful income-generating activities.

5. **Individual Interest Promotion Programmes (IIPs)** aim at providing learning experiences to promote and improve the interests of all adults, youths, women and the elderly. They promote and strengthen learning activities in areas such as leisure, life improvement or self-actualization.

6. **Future Oriented Programmes (FOPs)** focus on the process of change itself and aim at helping leaders, planners and others cope with and bring about effective changes in communities. They also foster the development of new knowledge, skills and techniques to help in the implementation of effective change.

Post-literacy programmes, quality of life improvement programmes and income-generating programmes may be particularly useful as a follow-up to literacy programmes for indigenous peoples.

Task:	*What kind of continuing education programmes will be most useful in the indigenous community where you are working?*

PART 3. COMMUNITY LEARNING CENTRES (CLCS)

One of the problems in the promotion of literacy and continuing education is the lack of permanent institutions at the local level. Recently, several countries have established Community Learning Centres (CLCs) as a way to promote non-formal education and to link literacy and continuing education with human development activities in the communities. The ATLP-CE has defined CLCs as[2]:

> Local educational institutions outside the formal education system, for villages or urban areas, usually set up and managed by local people to provide various learning opportunities for community development and improvement of people's quality of life.

Community learning centres play a key role in personal and societal development. They empower individuals and promote community development by providing opportunities for all members of society to engage in lifelong learning.

■ The Functions of a CLC

CLCs have a range of functions. These are operational in varying degrees **according to the socio-economic context of the community** served by the CLC. An important task for the promoters and managers of CLCs, therefore, is to ensure that the CLC performs these functions appropriately to meet the genuine needs of the beneficiaries. CLCs generally have four groups of functions:

1. Education and training
2. Community information and dissemination of resources
3. Community development
4. Co-ordination and networking, especially between GOs and NGOs

2. ATLP-CE. Vol. 8. *A Manual for the Development of Learning Centres*. p. 7

Some general functions are listed below.

GENERAL FUNCTIONS OF COMMUNITY LEARNING CENTRES

Community Learning Centres provide venues for learning and development

1. **Education and training**
   - Provision of education and training activities for the community
   - Training of non-formal education personnel
   - Literacy classes
   - Promotion of life-long learning
2. **Community information and dissemination of resources**
   - Community information and resource services
   - Advisory and counseling services
3. **Community development**
   - Community development projects
   - Make future planning for community development
4. **Co-ordination and networking**
   - Linkages between Government and NGOs
   - Link traditional village structures with official administrative structures

The functions of a CLC in an indigenous community should be based on a careful assessment of the needs of the learners. The above functions are examples only.

Task:	*In pairs, discuss what will probably be the most important functions of a CLC if it is established in a community of indigenous peoples?*

GLOSSARY

Adult Education:

Organized education whereby persons regarded as adults by the society improve their technical or professional qualifications and enrich their knowledge with their purpose: a) to complete a level of formal education; b) to acquire knowledge and skills in a new field; or c) to refresh or update their knowledge in a particular field.

AMPM:

APPEAL Manual for Planning and Management of Literacy and Continuing Education - Four Volumes of Manual produced by UNESCO/PROAP/APPEAL.

APPEAL:

Asia-Pacific Programme of Education for All – It refers to the regional cooperative programme established by UNESCO in 1987. Its programmes focus on the eradication of illiteracy, universalization of primary education, and expanding the provision of continuing education.

ATLP:

APPEAL Training Materials for Literacy Personnel – Twelve volumes of training materials produced by UNESCO/PROAP/APPEAL to improve the quality of literacy programmes in the Member States of the Asia-Pacific region. An illustrative manual on adapting ATLP for programmes for women has also been developed for promotion of literacy among girls and women.

ATLP-CE:

APPEAL Training Materials for Continuing Education Personnel – Eight volumes of training materials produced by UNESCO/PROAP/APPEAL covering continuing education programmes.

Basic Education:

Education intended to meet basic learning needs; it includes instruction at the first or foundation level, on which subsequent learning can be based; it encompasses early childhood and primary (elementary) education for children, as well as education in literacy, general knowledge and life skills for youth and adults; it may extend into secondary education in some countries.

Basic Learning Needs:

Comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values and attitudes) required by human beings to survive, to develop their full capacities, to live and work with dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions and to continue learning.

Basic Level (Level I) of Literacy:

In relation to literacy acquisition, the level at which learners have attained basic skills in reading, writing and numeracy, but the learners are unable to read and write simple words, paragraphs or any other type of written statement without the help of a teacher.

Community Learning Centres (CLC):

Locally organized educational institutions outside the formal education system for villages or urban areas, usually set up and managed by local people to provide various learning opportunities for community development and improvement of people's quality of life.

Compulsory Education:

A government decree obliging and stipulating that children of an officially determined age-group, unless exempted, to attend a certain number of years of schooling.

Continuing Education (CE):

A broad concept which includes all the learning opportunities, all people want or need outside of basic literacy education and primary education.

Course:

A planned series of learning experiences in a particular range of subjects or skills offered by an institution and undertaken by one or more learners.

Curriculum:

The subjects that are studied or prescribed for study in an educational programme.

Disadvantaged Groups:

People who, for one reason or another, do not benefit to the same degree as the majority of other people in their country from services provided by the government.

Distance Education:

The term distance education covers the various forms of teaching and learning at all levels which are not under the continuous, immediate supervision of tutors' presence, but which nevertheless benefit from the planning, counseling and tuition (i.e. tutoring, teaching) of the staff of a tutorial organization.

Education for All (EFA):

A term specifically related and associated with the World Conference on Education for All held in March 1990 at Jomtien, Thailand.

Eradication of illiteracy:

Complete disappearance of illiteracy.

Ethnic Minorities:

An ethnic minority is a national or racial group living in a country or area which contains a larger group of people of a different race or nationality.

Evaluation:

Evaluation is the systematic process of collecting and analyzing data in order to determine whether and to what degree objectives have been or are being achieved.

Folk Literature:

Popular or traditional writings.

Formal Education:

Refers to intentionally organized full-time learning events with regular fixed duration and schedule, structured hierarchy with chronological succession of levels and grades, admission requirements, and formal registration, catering mainly to population of 5 to 25 years old, which are held within established educational institutions, and using pre-determined pedagogical organization, contents, methods and teaching-learning materials.

Functional Literacy:

Knowing how to read, write and calculate in order to be able to function adequately in your community.

Functional Materials:

Materials that not only develop literacy skills, but also provides the learners with knowledge and skills for daily living.

Grapheme:

A group of letters or other signs which represent a sound.

Ideographic System:

A set of graphic representations of ideas which do not contain the precise sequence of sounds within each representation (e.g. Chinese characters).

Illiteracy Rate:

Estimated number of illiterate adults expressed as a percentage of the total adult population (15 years and above).

Indigenous Peoples:

Group of people who identify themselves as indigenous on account of their descent from the population which inhabited the country, or a geographical region to which the country belongs, at the time of conquest or colonization or the establishment of present state boundaries and who, irrespective of their legal status, retain some or all of their own social, economic, cultural and political institutions.

Input:

In relation to literacy acquisition, input refers to what a learner hears/sees or receives in any form and which will support the learning of literacy.

Learner-Centred Approach:

An approach to teaching in which learners participate actively during classes, and in which the teaching draws on the learners' experiences and real needs for ideas and methods.

Learning Society:

A society in which every citizen is engaged in learning, taking full advantage of opportunities provided by a wide range of education providers, including agencies whose primary responsibility is not education.

Life-Long Learning:

Denotes an overall scheme aimed at developing the entire educational potential of learners inside and outside the formal education system as part of a learning society. People continue to pursue purposive, self-planned and self-initiated learning throughout their lives.

Literacy:

The ability to read, write and use numeracy skills. There is no clear agreement on the skill level to be acquired before we can term a person 'literate', but we generally assume a learner to be literate when he or she has sufficient reading, writing and numeracy skills to continue learning alone without the continued guidance of a teacher.

Literacy Programmes:

Programmes primarily to impart literacy and numeracy skills to youth and adults.

Literacy Rate:

Estimated number of literate adults expressed as a percentage of the total adult population (15 years and above).

Literate:

A person aged 15 years or over who can with understanding both read and write a short, simple statement about everyday life.

Middle Level (Level II) of Literacy:

Learning level for adults who have completed basic literacy level training and/or have acquired basic literacy skills in reading, writing and numeracy.

Monitoring:

The overall aim of monitoring is to ensure that the programme activities are functioning and implemented as planned, and whether the factors that lead to success are present in the field. The major monitoring function is to provide profiles of activities at the implementation level.

Mother-Tongue:

The first language spoken by children in their family environment.

Neo-Literates:

Individuals who have completed a literacy training programme recently and have demonstrated the ability and willingness to continue to learn on their own using the skills and knowledge they have attained without the direct guidance of a literacy teacher.

Non-Formal Education (NFE):

Refers to intentionally organized learning events outside the formal education system, catering essentially to persons not currently participating in formal education.

Non-Governmental Organization (NGO):

A typical non-profit, non-official organization which is actively involved in the process of socio-economic development. The organization can be local, national, or international in scope. It relies mainly on donations or contributions (grants and aids) for their operation.

Numeracy:

The knowledge and skills required to apply basic arithmetic operations, either alone or sequentially, to numbers embedded in printed materials.

Out-of-School Children:

Those in the officially defined primary school-age group who are currently not enrolled in schools, including those who dropped out.

Output:

In relation to literacy acquisition, output refers to what learners are able to read, write and calculate.

Planning:

Setting the goal and objectives by identifying and predicting the needs, and then design detailed organizational structure, methods and resources to achieve the goal.

Post-Literacy:

Post-literacy is designed to prevent neo-literates and semi-literates from relapsing into illiteracy. Post-literacy programmes aim to consolidate the literacy acquired during primary schooling or after the successful completion of a basic literacy programme.

Primary Education:

For children, the beginning of systematic studies comprising reading, writing and mathematics, usually within the formal school system, but may also take place through non-formal means.

Primer:

Elementary textbook or basic learning material for teaching individuals the basic literacy and numeracy skills.

Proficiency:

In relation to literacy acquisition, proficiency refers to how much and how well a learner can read, write and calculate.

Pupil-Teacher Ratio:

Average number of pupils per teacher for the specified level of education.

Relapse to Illiteracy:

Return to illiteracy for those who did not achieve self-sustaining literacy skills or had no opportunity of using them.

Repeaters:

Number of pupils who are enrolled in the same grade as the previous year.

Roman Script:

A writing system which uses letters developed by the ancient Romans, and used for example by English, French, Indonesian and Philippines languages.

Self Learning Level (Level III) of Literacy:

Learning level for adults who have completed intermediate level of literacy or can study independently, and who are willing to use books and other resources in search of new knowledge.

Semi-Literate:

A stage of literacy in which some literacy skills have been acquired, but they cannot be utilized fully in everyday life.

Syllabic System:

A language system which is based on units of pronunciation, said without interruption.

Syllabus:

A programme for literacy training. A syllabus is closer to actual teaching than a curriculum which outlines in a general way what is to be taught.

Three Rs:

Refers to Reading, WRiting, and ARithmetics which are the three skills required for achieving basic literacy.

Tribal Peoples:

Group of people who identify themselves as tribal whose social, cultural and economic conditions distinguish them from other sections of the national community, and whose status is regulated wholly or partially by their own customs or traditions or by special laws or regulations.

Universal Primary Education (UPE):

Full enrolment of all children in the primary school age-group, i.e. 100 per cent net enrolment ratio.

Un-reached Population:

All those who do not have or had access to basic education.

Vocational Education:

Training aimed at providing vocational and technical skills, knowledge and attitudes required to carry out an occupation.

Workshop:

A type of training event where learners work together to learn about certain topics. Learning is participatory and assisted by facilitators.

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